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ABSTRACT

Implementation and evaluation of the "Building Your Partnership" teleconference, presented by the California Academic Partnership Program (CAPP), is described in this report. Information on CAPP's second teleconference includes background and objectives; planning, reception, and convening; and conference evaluation. A conclusion is that teleconference objectives were met. Outcomes include increased participant/panelist interaction time, improved cost-effectiveness, overall positive evaluation by participants, increased number of participants, and intention of the majority to participate again. Recommendations include limiting panelist presentations and utilizing sources other than emergency power generators. Nineteen tables, 12 figures, and 24 appendices are included. (LMI)

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Report and Evaluation of

Building Your Partnership

A Statewide Teleconference
presented by the
California Academic Partnership Program
September 28, 1989

by
Thomas J. Karwin
Teleconference Coordinator

Prepared for the
Advisory Committee
California Academic Partnership Program
March 1990

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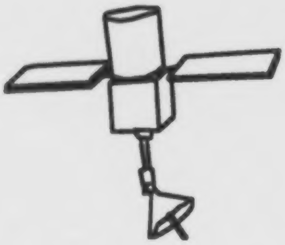
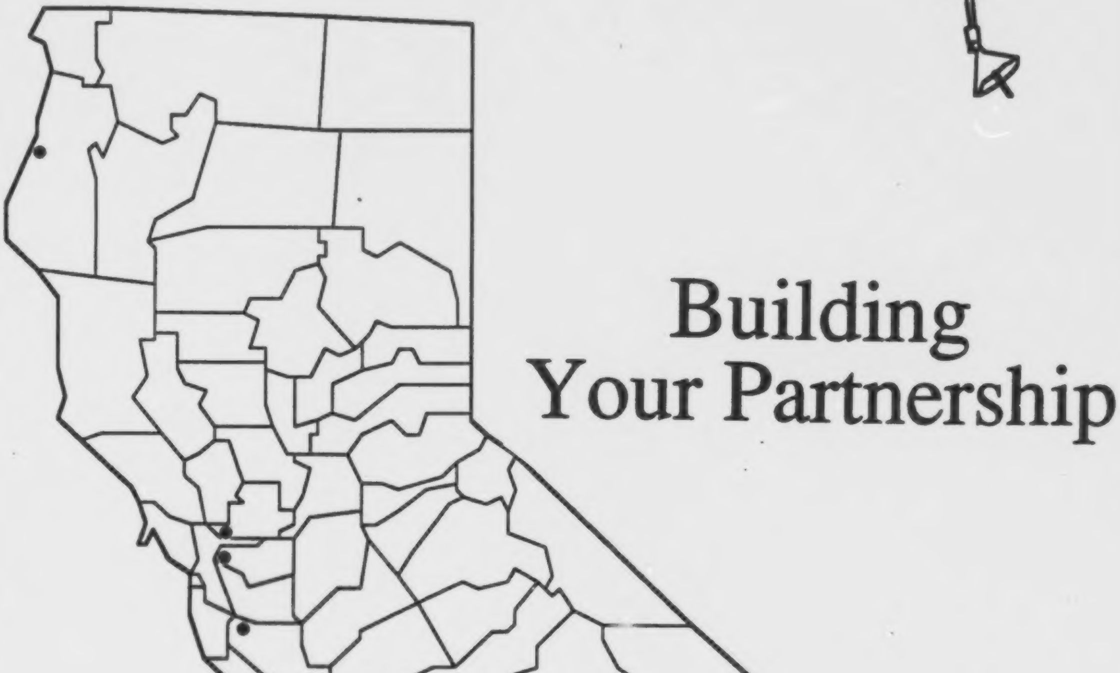


Building Your Partnership



Executive Summary

Building Your Partnership

A California Academic Partnership Program Teleconference

CAPP conducted this two-hour teleconference on September 28, 1989, to assist the fifteen CAPP Planning Grant recipients in building upon CAPP's experience (particularly in program evaluation), and ultimately, in preparing Implementation Grant proposals of high quality. The teleconference's second objective was to provide CAPP–and The California State University–with additional experience in teleconferencing, to complement the experience gained through the February 23, 1989 *Planning Your Partnership* teleconference.

Building Your Partnership was to emphasize interaction with the participants, allocating 80% of its duration to questions and answers, participants' comments, etc., and 20% to prepared presentations. By contrast, *Planning Your Partnership* devoted 80% of its time to presentations, and 20% to interactions. *Building Your Partnership* also was to be produced simply, to emphasize substantive interactions and control costs. Overall, the teleconference was to maximize the number of participants, and to achieve a lower cost per participant than is required for in-person meetings.

University Media Services, at Sacramento State, provided "uplink" services (as it did for *Planning Your Partnership).* Each of the fifteen Planning Grant recipients scheduled local reception facilities of their own choice. They made these arrangements routinely, and without difficulty.

Building Your Partnership's agenda began with brief presentations by these panelists:

- Sherryl Lucarelli ("Why are we having this kind of RFP?);
- Deborah Hancock ("What are the proposal's main points?");
- Patricia Clark ("How can you write a competitive proposal?"); and
- Michael Rubin ("How can you streamline data collection?").

These presentations were interrupted for about thirty minutes by the failure of a generator which was temporarily providing power for University Media Services' television facilities. The studio crew and the panelists were calm during the blackout, and the participants were patient . Still, the teleconference's interactive time was shortened significantly.

Building Your Partnership did not achieve its objective to devote 80% of its time to interactions between participants and panelists: only 36% of the time was devoted to this purpose.

When all costs are considered, *Building Your Partnership* was less expensive than any of several hypothetical in-person meeting alternatives for two or more participants from each of the fifteen Planning Grant sites. These cost savings increase further with additional participants: for example, assuming 105 participants (*i.e.,* seven/site), the cost of *Building Your Partnership* was approximately 57% of the cost of the least costly in-person meeting alternative.

An estimated 100–to–120 planning team members participated in *Building Your Partnership.* Of these, 34 completed and returned CAPP's evaluation form; half were secondary educators and half were postsecondary educators. Analysis of these responses indicate that the participants regretted the power failure, but felt that the teleconference was a positive experience:

- 66% said it was "interesting" or "very interesting"
- 71% said it was "clear" or "very clear"
- 79% said its pace was neither too fast nor too slow
- 61% said it was "useful" or "very useful" in their project planning
- 70% said the information packet was "useful" or "very useful"

Compared to other proposal workshops, respondents said *Building Your Partnership* was

- equally–or more–convenient (86%)
- as good–or better–a use of their time (81%)
- as good–or better–as a source of information (81%)
- equally–or more–interactive (86%)

Finally, 93% of the participants reported that would attend another CAPP teleconference.

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Report and Evaluation of the

Building Your Partnership Teleconference

Background and Objectives

In June, 1989, the California Academic Partnership Program awarded $4,000 Planning Grants to fifteen newly formed academic partnerships, to assist them in preparing their proposals for larger Implementation Grants for the three-year period from July 1990 to June 1993. CAPP scheduled a teleconference for September 28, 1989 to provide an opportunity early in the planning year for the Planning Grant recipients to consult with each other, CAPP's Executive Director Deborah Hancock, members of CAPP's Advisory Committee, and CAPP's External Evaluators.

The objectives of the teleconference were as follows:

- assist the Planning Grant recipients in building upon CAPP experience (particularly in program evaluation), and ultimately in preparing Implementation Grant proposals of high quality; and

- provide CAPP and The California State University with additional experience in teleconferencing, to complement the experience gained through the *Planning Your Partnership* teleconference (2/23/89).

The Planning Your Partnership teleconference emphasized presentations on CAPP, the Call for Proposals for Planning Grants, and the experience of CAPP's two current Showcase Projects). Approximately 80% of that teleconference was devoted to presentations; 20% was devoted to interactions with the teleconference participants.

The follow-up teleconference, entitled *Building Your Partnership*, implemented a more interactive model: about 20% of the time was scheduled for presentations, and 80% of the time was committed to interactive dialog between the planners and the teleconference panelists. CAPP assigned high priorities to addressing (a) external and internal evaluation components of proposals for curriculum projects, and (b) questions and issues which the planners identify as important in the early stages of their work.

This paper documents the implementation of the Building Your Partnership teleconference, and presents an evaluation of its outcomes.

Procedures

Planning the Transmission

The first step in transmission planning was the selection of an uplink site from among the four public agencies in California that currently offer these services:

- University Media Services (UMS), at CSU, Sacramento;
- CSU, Chico;
- KPBS-TV, at CSU, San Diego; and
- the Los Angeles County Office of Education.

As for the *Planning Your Partnership* teleconference, CAPP selected UMS to provide uplink services for the *Building Your Partnership* teleconference. This choice reflected CAPP's positive experience with UMS, and familiarity with its personnel and facilities, rather than any negative assessment of the other prospective providers of these services.

CAPP scheduled this teleconference for Thursday, September 28, 1989, from 2:00–4:00 p.m., selecting this date and time to facilitate participation by teachers, as well as school and district administrators and college or university faculty members.

UMS then reserved transmission time on communication satellite Westar 5, transponder 2X. (This reservation also may be described as channel 4, downlink frequency 3780 mHz; audio sub-carriers 2.6 and 2.8.)). The time reservation included a half-hour test period (1:30–2:00 p.m.) as well as the two-hour program period (2:00–4:00 p.m.).

CAPP Director Deborah Hancock and Teleconference Coordinator Thomas Karwin then asked the following individuals to serve as teleconference panelists:

- Deborah Hancock, CAPP's Statewide Director
- Sheryl Lucarelli, of the University of Southern California, Member of CAPP's Advisory Committee, and Chairperson, Outreach Subcommittee
- Patricia Clark, of the Oakland Health Academy, and Project Liaison to CAPP's Advisory Committee
- Michael Rubin, of Evaluation and Training Institute, CAPP's External Evaluator

These panelists were selected primarily for their familiarity with CAPP's goals and objectives, and their ability to advise the CAPP planning grantees on the development of their partnerships and the preparation of their proposals for Implementation Grants.

Director Hancock also selected Teleconference Coordinator Thomas Karwin to serve as moderator of *Building Your Partnership*. Mr. Karwin had previously moderated the *Planning Your Partnership* teleconference.

Following initial telephone discussions of the teleconference's goals and analysis of tasks (Appendix A), Director Hancock and Coordinator Karwin corresponded with the panelists (Appendices B and C), providing them with materials to assist them in their participation in the teleconference. These materials included a script (Appendix D), advice on responding to audience questions (Appendix E), a paper, "Missing or Unclear Information in Planning Grant Proposals" (Appendix F), and the information packet which had been sent to the participants (described below).

Through both telephone and written communications with the panelists, Director Hancock and Coordinator Karwin emphasized the intention to devote approximately 80% of the teleconference time to comments and questions from the participants, and panelists' responses to those questions.

Because the teleconference was to be simply produced, without, for example, insertions of pre-recorded video segments, planning with UMS required only brief discussions to reach agreement on such matters as (a) the schedule for rehearsal and presentation, (b) the design of the set, (c) the camera arrangement, (d) opening and closing sequences, (e) the insertion of character-generated graphic displays, and (f) the insertion of 35 mm slides provided by the participating partnerships.

The studio setting involved, basically, a table with chairs for each of the four panelists and the moderator, and three cameras (one for shots of the moderator alone, and the entire group; one for shots of the two panelists on one side of the table; and one for shots of the two panelists on the other side of the table). This studio and camera arrangement was the same as that for Planning Your Partnership, and was considered equally appropriate for Building Your Partnership.

Reception of the Teleconference

As indicated above, the *Building Your Partnership* teleconference was designed specifically for the fifteen new partnerships which had received CAPP Planning Grants for 1989–90 (Appendix G). On August 30, 1989, approximately one month prior to the date of the teleconference, Director Hancock announced the event in a letter (Appendix H) to the partnerships' contact persons (Appendix I). In her letter, Director Hancock advised the contacts of their role in implementing the teleconference. She asked these contact persons to

- provide 35 mm slides for display during the teleconference;
- provide a list of likely participants;
- arrange for local reception facilities for the teleconference;
- inform local project participants of the event;
- have the local project participants "sign in" at the teleconference;
- provide hospitality; and
- collect and return the teleconference evaluation forms.

Her letter also indicated that the teleconference would be devoted largely to question and answer interactions, and encouraged the project contact persons and their colleagues to be prepared to raise questions of interest to them in their planning activities. Enclosed with this letter was a supply of information packets for distribution to members of the local partnerships. These packets included the teleconference agenda (Appendix J), brief resumes of the panelists (Appendix K), and the Participants' Evaluation Form (Appendix L). The partnerships previously had received copies of CAPP's "Mission Statement" and "Call for Implementation Grant Proposals" (Appendix M).

The agenda included opportunities to discuss CAPP's call for Implementation Grant proposals, but did not include a detailed presentation of the guidelines for proposals, or the rationale for those guidelines. In this respect, Building Your Partnership differed from Planning Your Partnership (which was a bidders' teleconference.)

Eleven of the fifteen planning grant recipients responded to this letter by sending lists of likely participants, or sets of 35 mm slides, or both. These eleven respondents reported that from 3 to 14 members of their respective planning teams would participate in the teleconference, with an average of 8.3 likely participants.

Coordinator Karwin sent a follow-up letter to the Planning Grant contact persons (Appendix N) to remind them to provide 35 mm slides and lists of participant names, and to provide copies of a handout (Appendix O) showing the character-generated graphic displays that would be included in the teleconference. (Some participants in the Planning Your Partnership teleconference had difficulty in writing notes on screen displays, and suggested a need for a handout of this description.)

Coordinator Karwin also telephoned each of the fifteen contact persons to confirm that they had succeeded in arranging a teleconference reception site. All contact persons reported that these arrangements were finalized well before the teleconference, and indicated no difficulties in making these arrangements.

Since all fifteen planning grantees had arranged reception facilities and planned to participate in the teleconference, and since most contact persons had indicated that 8.3 persons were "likely participants" at their respective sites, approximately 100 120 persons participated.

Convening the Teleconference

On the evening prior to the teleconference, all the panelists arrived in Sacramento, and met for dinner and conversation. Although the panelists knew each other from previous CAPP activities, this occasion contributed to their preparations for the teleconference, and provided an opportunity to discuss a few remaining questions and concerns.

The panelists convened again in at 10:00 a.m. on the day of the teleconference for a rehearsal session in the television studio. This session, which was conducted by Allan Hinderstein, UMS' Assistant Director for Media Technology, was designed primarily to acquaint the panelists with the studio environment (e.g., camera and monitor locations, etc.) and the protocols for receiving and responding to telephone calls. Because much of the teleconference was to be devoted to interaction with the participants, the rehearsal of panelists' comments was quite brief, involving mostly a preview of the character-generated graphic displays prepared by UMS.

Following a quiet lunch on the campus, the panelists took their places in the studio, and arranged their papers during the half-hour test period. The teleconference commenced on schedule at 2:00 p.m.

The teleconference proceeded as outlined in the script (Appendix D), with introductions of the planning grantees and the panelists, followed by brief presentations by each of the panelists. According to the script, the opening and introductions was to be completed in five minutes, but actually took seven minutes and twelve seconds (7'12"). After the prepared remarks of the first two panelists (Lucarelli and Hancock), the teleconference was running about 8'20" behind schedule.

After the first thirty-three minutes of the teleconference, during the moderator's follow-up questions to Director Hancock, the studio lights flickered and then went out! The panelists sat in near-darkness as the UMS crew scurried to determine the cause of the power failure, and to correct it. Allan Hinderstein soon reported that the "culprit" was a clogged fuel line in the generator which was providing power to UMS' studio facilities.

(The generator, which ordinarily was used only in emergencies, was being used temporarily because underground power lines serving the building had been damaged quite recently by construction project near the building.)

While efforts to fix the generator were in progress, UMS contacted television personnel at CSU, Chico, and asked them to transmit a message by satellite to participants in the Building Your Partnership teleconference. CSU,Chico was able to transmit this message on the same satellite channel which was scheduled for Building Your Partnership and which presumably was still being watched by the teleconference participants.

After twenty-eight minutes, the UMS staff restored power to the studio and transmitter building, and the teleconference was back on the air. Moderator Karwin explained briefly what had happened, Director Hancock completed her remarks, and the teleconference continued as originally planned.

Evaluation

The Plan Versus The Reality

The initial analysis of the video recording of the teleconference focused on the extent to which it achieved the objective of interactivity. As indicated above (page 1), planning for this teleconference targeted an allocation of 20% of the two-hour session (*i.e.*, 24 minutes) for the panelists' presentations and 80% of the time (*i.e.*, 96 minutes) for questions and answers. Table 1 presents an analysis of the actual time for each major component of the teleconference. (Appendix P presents additional details.)

Table 1: Analysis of Teleconference Components

Component	Sub-totals		Totals
	Seconds	(%)	(%)
• Opening, Introductions & Closing	459		6.38
• Panelists			
Initial Presentations	2,274	31.58	
Moderator's Qs; Panelists' As	515	7.15	
Closing Statements	245	3.40	
sub-total			42.13
• Participants			
Moderator Invites Calls (5 times)	121	1.68	
Callers' Questions, Panelists' Answers	1,856	25.78	
sub-total			27.46
• Power Failure & Explanation	1,730		24.03
Total	**7,200**		**100.00**

When the time consumed by the power failure and its explanation is omitted from this analysis, the teleconference's duration is reduced from 120' to 91'10". Of this reduced duration, 36% was devoted to callers' questions, panelists' answers, and the moderator's invitations to callers. This is well below the 80% target.

Even assuming that the time consumed by the power failure would have been devoted to questions and answers, 51.5% of the teleconference's two-hour duration would have been interactive. Thus the teleconference did not achieve its "80% interactive" objective.

This objective was not achieved, first, because each of the four panelists spoke longer than the five minutes which had been allocated for these presentations (see Appendix B). Overall, the panelists' four presentations consumed nearly 38', which is 18' more than the allocated time. Moreover, with the addition of (a) the moderator's "pump-priming" questions to the panelists and their responses, and (b) the panelists' closing statements, the time which was directed by the panelists rather than the participants increases to 50'34". which is 30'34" more than allotted time.

Also, the original allocation of time for "housekeeping" proved to be unrealistic. This allocation allowed only 4 minutes for all components of the teleconference other than the panelists' initial presentations and the question & answer period. In fact, the titles and credits, and the moderator's opening and closing remarks, welcomes to participants, and introductions of the panelists required 7'39", exceeding the alloted time by 3'34". This "overrun" nearly equaled the 3'34" which was consumed in introducing each of the fifteen planning grant recipients (see Appendix P).

Unquestionably, the moderator and presenters could have limited the duration of their presentations, and thereby left more time for the participants' questions and comments. The question which remains is whether this additional time would have been used productively. The analysis of the video recording teleconference (Appendix P) suggests that sufficient time was available for questions and comments:

- all of the thirteen questions/comments were initiated by five or six participants; • [illegible] an opportunity to raise questions;
- the moderator invited questions five time, following the initial invitation; and
- the moderator invited panelists (unplanned) closing statements primarily because of a lack of calls from participants during the last minutes of the teleconference.

Still, these observations could be interpreted in other ways, e.g., the participants might have been uncomfortable with the teleconference experience, or self-constrained by the time lost by the power failure. The following sections addresses this key issue further.

Technical Problems. The analysis of the video recording revealed several technical problems which were encountered during the teleconference. These are listed below, with brief recommendations for minimizing such problems in the future.

Problem	**Recommendation**
Hancock and Clark displayed papers which were unreadable (on the video recording, at least)	Use computer-generated graphics or Prepare large-scale versions
The control room displayed the wrong project's slides (twice)	Identify callers by project number, and mark slides accordingly
Power generator failed (sediment clogged the fuel line)	Avoid reliance on back-up generator or Fill fuel tank several hours earlier (to allow sediment to settle)
Clark spoke to monitor, not camera	Additional rehearsal or Floor manager should cue speakers
Every panelist;s initial presentation exceeded the planned 5' time limit: Lucerelli: 5' 42" Hancock: 13' 20" Clark: 7' 07" Rubin: 9' 07"	Panelists time their presentations in advance, and avoid amplifications or Timer placed in panelists' view or Moderator interrupts panelist
Rubin displayed ETI's telephone number with hand-written graphic	Prepare all graphics with computer, in advance of teleconference
Technical glitches (*e.g.*, camera on wrong panelist during introductions, brief echo in audio, delays in moving camera to current speaker, etc.)	Add technical director to control room crew

The Travel Alternative

In this section, we compare the costs of the *Building Your Partnership* teleconference with the more traditional approach to conferencing: the in-person meeting. We assume that the benefits of the teleconference and a hypothetical in-person meetings are equal. This assumption might not be valid for all teleconference and all meetings, of course, but in this instance it is supported by the participants' responses to the evaluation form (see "Participants' Evaluations." below).

Similarly, the following cost comparison is specific to *Building Your Partnership* (which involved a relatively small group of participants), and should not be generalized to different teleconferences. In other circumstances (depending, for example, the number of participants and the distances traveled), a similar analysis might support more negative or more positive conclusions.

Appendix Q presents projections of the costs for three hypothetical in-person meetings: convening various numbers of participants at (a) one meeting site, (b) two meeting sites, and (c) three meeting sites. These projections are followed by the costs of the *BuildingYour Partnership* teleconference. The following table and Figure 1 (following page) present a summary of these cost projections.

Table 9: Summary of Costs for In-person Meetings and the BYP Teleconference

Location(s)	Number of Participants						
	1	2	3	4	5	6	7
SFO	9,155	16,153	23,151	20,340	37,338	44,336	51,525
LAX	8,486	15,130	21,774	28,595	35,239	41,883	48,704
LGB	8,688	15,434	22,180	29,208	35,954	42,700	49,723
SFO + LAX	9,585	15,339	21,093	27,047	32,801	38,555	44,509
SFO + LGB	9,724	15,616	20,564	26,662	32,554	38,446	44,544
LAX + LGB	10,087	16,683	23,279	30,041	36,657	43,253	50,015
Satellite	13,991	15,866	17,741	19,616	21,491	23,366	25,241

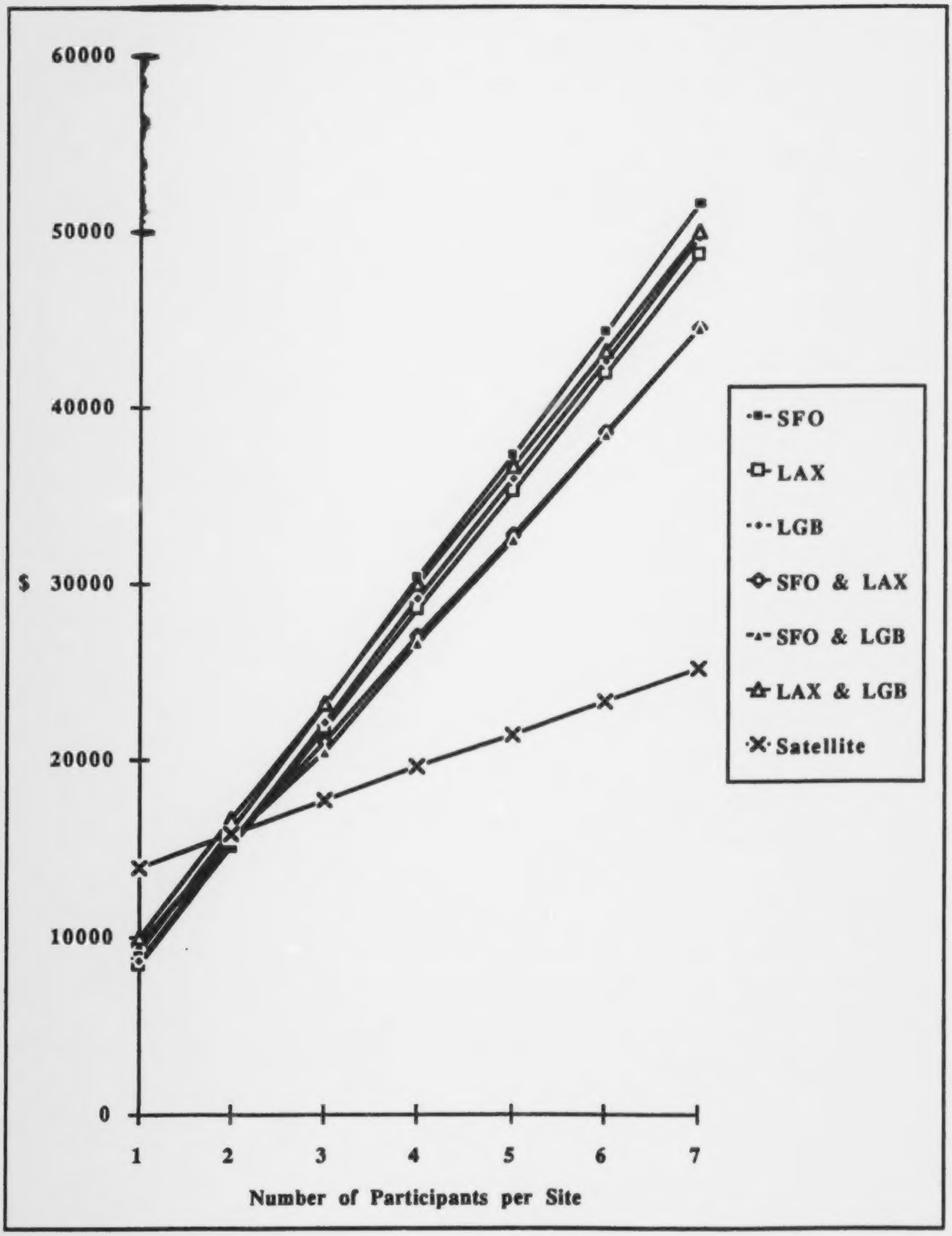
Table 9 and Figure 1 show that, given the specific circumstances of *Building Your Partnership* and when all costs are considered, the costs of the teleconference are lower than the costs of any of the in-person meeting scenarios when the level of participation exceeds two individuals from each of the fifteen Planning Grant sites.

Furthermore, the cost-savings realized from the use of teleconferencing technology increase with the number of participants per site.

The cost of personnel time is an important contributor to these differences in costs. As indicated in Appendix Q, these cost projections assume that each participant will devote a full day in attending an in-person meeting, and one-half day in attending a teleconference. In no case have we assumed that attending an in-person meeting would require an overnight stay, and associated lodging costs. If such costs were to be included (as might be reasonable, in some instances), they would of course increase the difference in costs between the in-person meetings and the teleconference.

Still, a teleconference might not provide the same benefits as an in-person meeting. In the following section of this report, we present the participants' evaluations of *Building Your Partnership*, with emphasis on their ratings of the teleconference experience.

Figure 1: Teleconference Costs v. In-Person Meeting Costs



The Participants' Evaluations

The teleconference participants each received an information packet which included a "Participant's Evaluation Form" (Appendix L). Each participant was asked to complete and return this form to the Coordinator, either directly or via their project's contact person.

The evaluation form was similar to the form used for the Planning Your Partnership teleconference, to facilitate comparisons of responses. The form included two open-ended items, five "yes-no" items, eighteen Likert-type scale items, and a check-list of types of educational institutions. As with the Planning Your Partnership teleconference evaluation form, participants had no incentives to complete and return the form except the request which was printed on the form and expressed orally during the teleconference.

Thirty-seven evaluations were returned from ten of the fifteen reception sites. Although copies of the form were provided for each participant, and was clearly intended for completion by individuals, one site (Project #465) returned a form on which responses were "a composite of our team's evaluation of the conference." Four individuals evidently participated in these responses, so each response was counted as four responses.

The tabulations of these responses are provided for as counts and percentages of the responses of (a) all participants (Appendices R and S), (b) postsecondary educators (Appendices T and U), and (c) precollege educators (Appendices V and W). Finally, the participants' narrative comments and responses are provided verbatim as Appendix X.

These tabulations are presented in three ways: (a) summary of all responses, (b) comparison with responses to the earlier *Planning Your Partnership* teleconference, and (c) comparison of responses of precollege educators and postsecondary educators.

Summary of Responses

Table 10a: Reception/Viewing Facilities – Convenience and Comfort

N=34	Convenient	74%	9%	9%	0%	9%	Inconvenient
N=33	Comfortable	68%	21%	9%	0%	0%	Uncomfortable

Table 10a indicates that participants generally found the reception/viewing facilities convenient and comfortable.

Table 10b: Reception/Viewing Facilities – Reception, Viewing, Listening

N=34	Good Reception	24%	12%	24%	6%	35%	Bad Reception
N=33	Good Viewing	45%	18%	9%	15%	12%	Bad Viewing
N=33	Good Listening	45%	24%	6%	15%	9%	Bad Listening

Table 10b shows the participants' assessment of the session's technical aspects (particularly "reception" of the teleconference): only 36% of the participants responded positively to the "good reception – bad reception" item, and less than 70% responded positively to the "good viewing – bad viewing" and "good listening – bad listening" items. While local reception/viewing facilities might have been unsatisfactory for other reasons, these responses would appear to reflect the teleconference's power failure.

Table 11a: Call-in Sessions - Ease and Time

N=21	Easy to Call-in	71%	10%	14%	0%	5%	Not Easy to Call-in
N=28	Enough Time	79%	7%	14%	0%	0%	Not Enough Time

The call-in sessions were generally successful:

- 81% of the participants responded positively to the "easy to call-in – not easy to call-in" item, suggesting, for example, that the teleconference provided sufficient incoming lines and that local telephone resources were satisfactory;
- 86% responded positively to the "enough time – not enough time" item, suggesting that participants did not perceive time constraints on call-ins.

These responses suggest that the teleconference's intended emphasis on interaction (rather than presentation) was received well, even though it did not meet its objective to devote 80% of the available time to interaction (see p. 6).

Table 11b: Call-in Sessions - Clarity of Answers

N=30	Answers Clear	40%	40%	7%	13%	0%	Answers Not Clear

Although 80% of these responses were positive, these responses indicate qualified endorsement of the clarity of panelists' responses to participants' questions. Panelists undoubtedly would prefer to see a higher percentage of the most positive responses.

Table 12: Level of Participation

	Yes	No
Did you ask a question or participate in the teleconference discussions? (N=23)	35%	65%
Did others at your site ask a question or participate in the discussions? (N=21)	33%	67%

These responses should be related to the analysis of the video recording of the teleconference (pp. 6-7), which showed that only five or six participants actually asked a question of the panelists. The responses shown in Table 11 are not inconsistent with that analysis, since these items invited positive responses when the respondent *either* asked a question *or* participated in discussions.

In any event, these responses suggest that a small percentage of participants participated actively (*i.e.*, by asking a question) even when they felt that calling in was "easy" to call-in, and that sufficient time was available (Table 10a).

Table 13: Information Packet

N=34	Useful	44%	26%	21%	6%	3%	Not Useful

Seventy percent of the respondents judged the information packet as "useful" or "very useful," suggesting that these materials were generally well received.

Table 14: General Impressions

N=33	Interesting	27%	39%	21%	9%	3%	Uninteresting
N=34	Clear	24%	47%	18%	9%	3%	Unclear
N=33	Too fast	3%	6%	79%	6%	6%	Too slow
N=34	Useful in our project planning	32%	29%	32%	3%	3%	Not useful in our project planning

These responses indicate general—but mild—endorsement of the teleconference:

- 76% regarded the teleconference as "interesting" or "very interesting"
- 71% said it was "clear" or "very clear"
- 79% said the pace of the teleconference was neither "too fast" nor "too slow"
- 61% considered the teleconference to be "useful" or "very useful" in project planning.

Table 15: Previous Experience with Teleconferences

Have you participated in an interactive teleconference before today's teleconference? N=36

36%	Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
19%	Yes, an interactive teleconference other than "Planning Your Partnership"
44%	No

More than half of the respondents had participated previously in an interactive teleconference; this previous experience suggests some sophistication in the participants' expectations of the present teleconference.

On the other hand, *Building Your Partnership* provided a new experience for 44% of the respondents; as this pattern continues, even larger percentages of teleconference participants will expect well-planned, effective sessions.

Table 16: Previous Experience with Grant Proposal Workshops

Have you attended a grant proposal workshop before today's teleconference? N=36

36%	Yes, an in-person grant proposal workshop
24%	Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
40%	No

Not surprisingly, 70% of the respondents had previous experience to grant proposal workshops. Their expectations of the present session presumably would reflect that previous experience, such that they would expect good organization, clear presentations, sufficient opportunities to raise questions (and have them answered), etc. The numbers of respondents are insufficient, however, to support comparisons of the responses of "experienced participants" and "inexperienced participants."

Table 17: Comparison with Other Workshops

N=22	Convenient	36%	36%	14%	9%	5%	Inconvenient
N=22	Good Use of Time	36%	14%	32%	14%	5%	Poor Use of Time
N=22	Good Information	36%	9%	36%	14%	5%	Poor Information
N=21	Interactive	33%	5%	48%	14%	0%	Non-interactive

Would you have attended this workshop if it had been held in-person
in San Francisco or Los Angeles (rather than as a teleconference)?

N=26	Very Likely	31%	19%	15%	8%	27%	Very Unlikely

"Experienced participants" rated *Building Your Partnership* as somewhat better than other grant proposal workshops they've attended; the large majority rated it as equal or better:

- 76% of the respondents reported that it was "convenient" or "very convenient" (86% said it equally or more convenient);
- 50% said it was a "good" or "very good" use of their time (81% said it was as good—or better—a use of their time);
- 45% reported that it provided "good" or "very good" information (81% said it was as good—or better—as a source of information);
- 38% said its was more interactive than other workshops (86% said it was equally—or more—interactive.
- 50% said they "likely" or "very likely" would have attended this workshop if it had been held in-person in San Francisco or Los Angeles.

Responses to Open-ended Items

Responses to, "Best parts of the teleconference" and "Parts of the teleconference that could have been better" are presented *verbatim* as Appendix W. The most evident "theme" is the participants' negative (and sympathetic) comments about the power failure. One respondent (from Campbell Union HSD) reported reception problems which were local.

Table 18: The "Bottom Line"

Would you attend another CAPP teleconference? (N=30)

Yes	77%	
Yes, with these changes:	17%	responded (see Appendix W)
No	7%	

94% the respondents indicated that they would attend another CAPP teleconference. Of those who indicated that changes were needed, the majority referred to the power failure.

Table 19: Institution of Participants

Please identify your institution: (N=34)

Middle or Junior High School	18%	Community College	24%
Senior High School	26%	California State University	21%
School District	6%	University of California	3%
County Office of Education	0%	Private College or University	3%
Other: ____________	0%	Other ________________	0%

The respondents included equal numbers of precollege and postsecondary educators (as might be anticipated in an academic partnership program!). A subsequent section of this report compares the responses of these two groups.

Comparisons with *Planning Your Partnership*

The participants evaluation forms for *Building Your Partnership* ("BYP") and *Planning Your Partnership* ("PYP") included several identical items, to facilitate comparisons between responses to these two teleconferences. In this section, we present such comparisons selectively, *i.e.*, for items in which the responses differed significantly. Numerous additional comparisons may be made by examining the two reports.

Figure 2: Comparison: Responses to "Good Reception—Bad Reception"

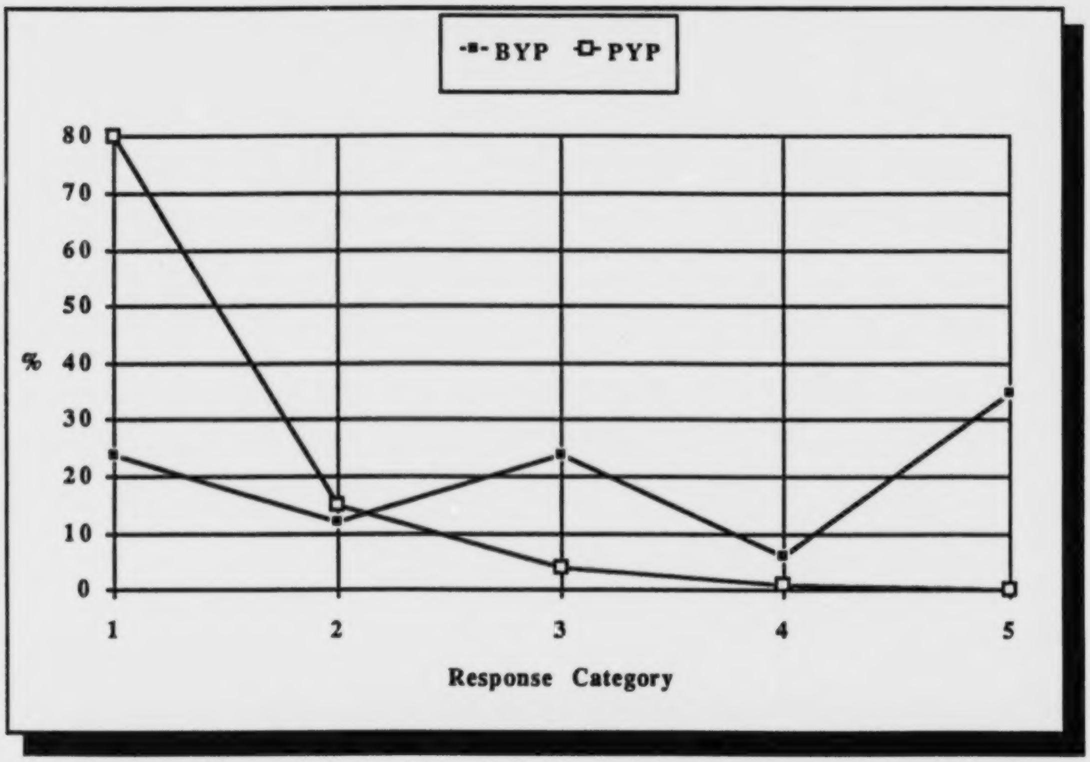


Figure 2 demonstrates the impact of the power failure during *Building Your Partnership* on participants' rating of the reception of the teleconference: only 24% of the BYP participants rated that teleconference's reception as "good," while 80% of the PYP participants reported "good" reception of that teleconference.

To be sure, factors other than the power failure *might* have resulted in the relatively low rating of the reception of *Building Your Partnership* , but no other unusual circumstances were noted by the panelists or the teleconference production staff.

Figure 3: Comparison: Responses to "Enough Time—Not Enough Time"

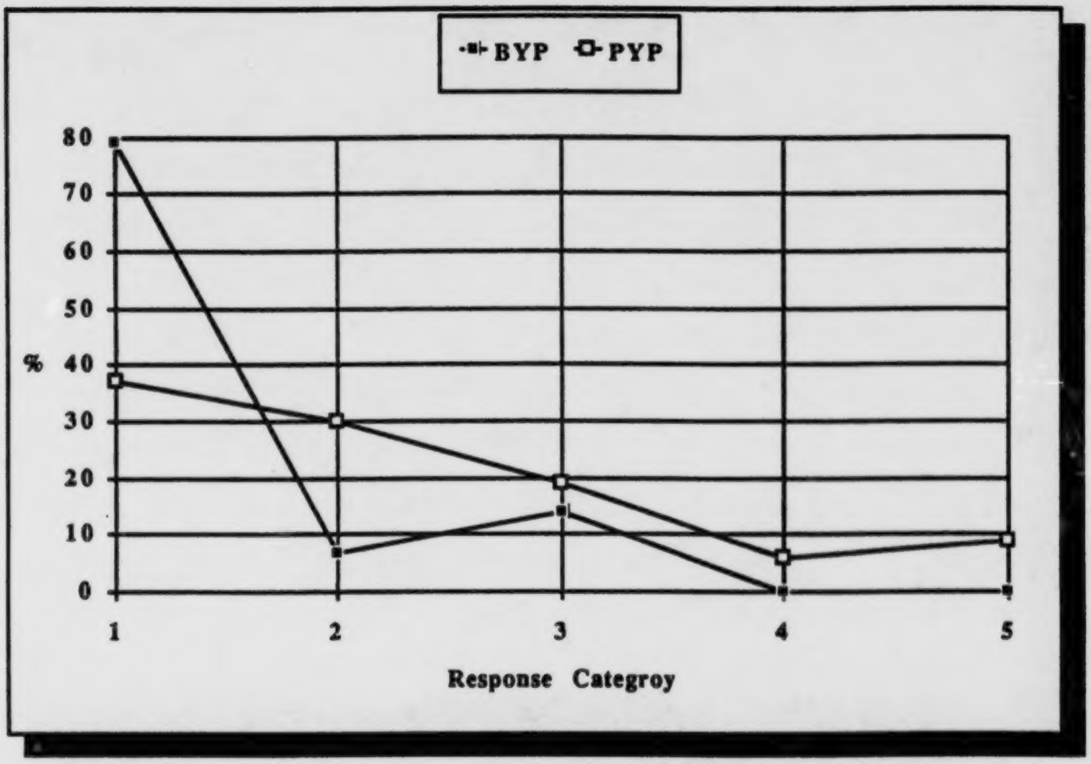
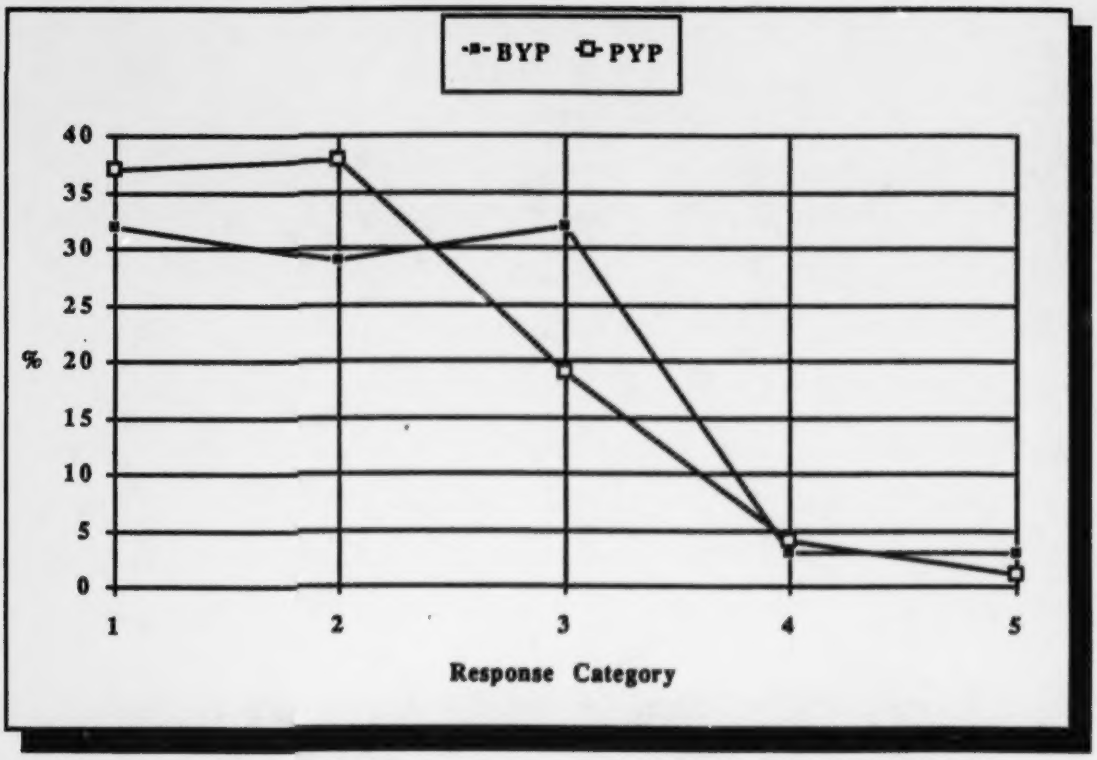


Figure 3 relates to CAPP's objective to devote 80% of the BYP teleconference's time to interaction between the participants and the panelists. Efforts to achieve this objective, while not entirely successful, were recognized by the BYP participants: 79% reported most positively that there was "enough time" for the call-in sessions, compared with just 37% of the PYP participants.

Note, however, that when the two most positive response categories are combined, the difference between the responses of these two groups is somewhat reduced: 86% for the BYP participants, and 67% for the PYP participants.

Figure 4: Comparison: Responses to "Useful—Not Useful"



This figure compares the two groups' ratings of the usefulness of the respective teleconferences. (Note: This item of the PYP evaluation form was "Useful—Not Useful," while, on the BYP evaluation form is was "Useful in our project planning—Not useful in our project planning." For the present purposes, we treat these two items as essentially equivalent, despite this variation in wording.)

Overall, the responses of the two groups are quite similar; and are considered equally positive, for practical purposes. When the three most positive response categories are combined, 94% of the BYP participants responded positively, and 87% of the PYP participants responded positively.

Figure 5: Comparison: Responses to "Interactive—Non-interactive"

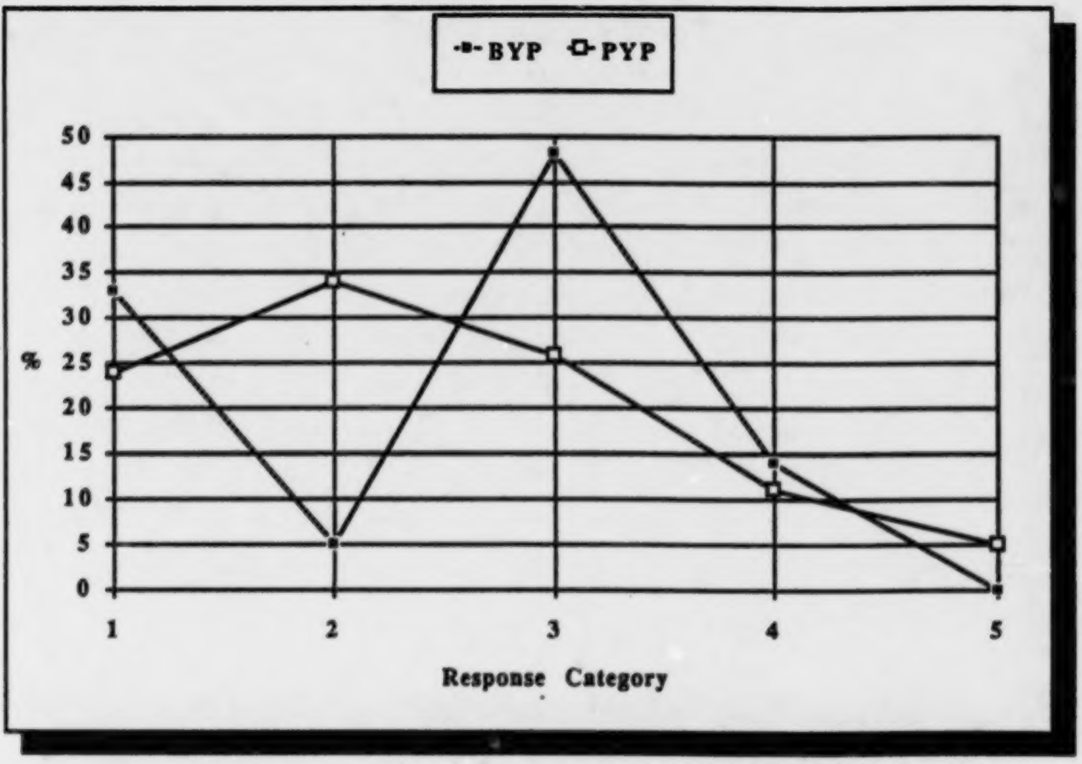
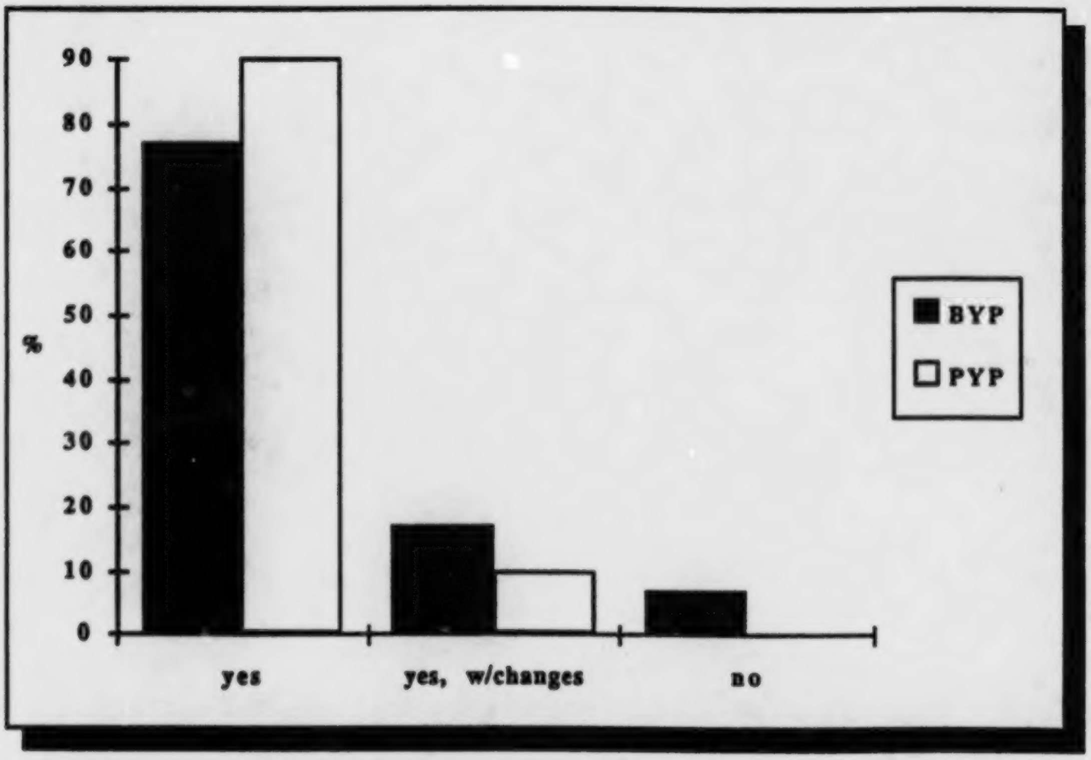


Figure 5 (like Figure 3, above) demonstrates the success of CAPP's efforts to maximize the interactive nature of the *Building Your Partnership* teleconference, as compared to the *Planning Your Partnership* teleconference. Interestingly, the responses of the BYP participants are by no means clear: while 33% "agreed strongly" that BYP was interactive, only 5% "agreed" with this characterization, and a surprising 48% selected the most neutral response category.

By comparison, the PYP participants demonstrated much more regularly distributed ratings of the interactive nature of that teleconference.

Figure 6: Comparison: Would you attend another CAPP Teleconference?



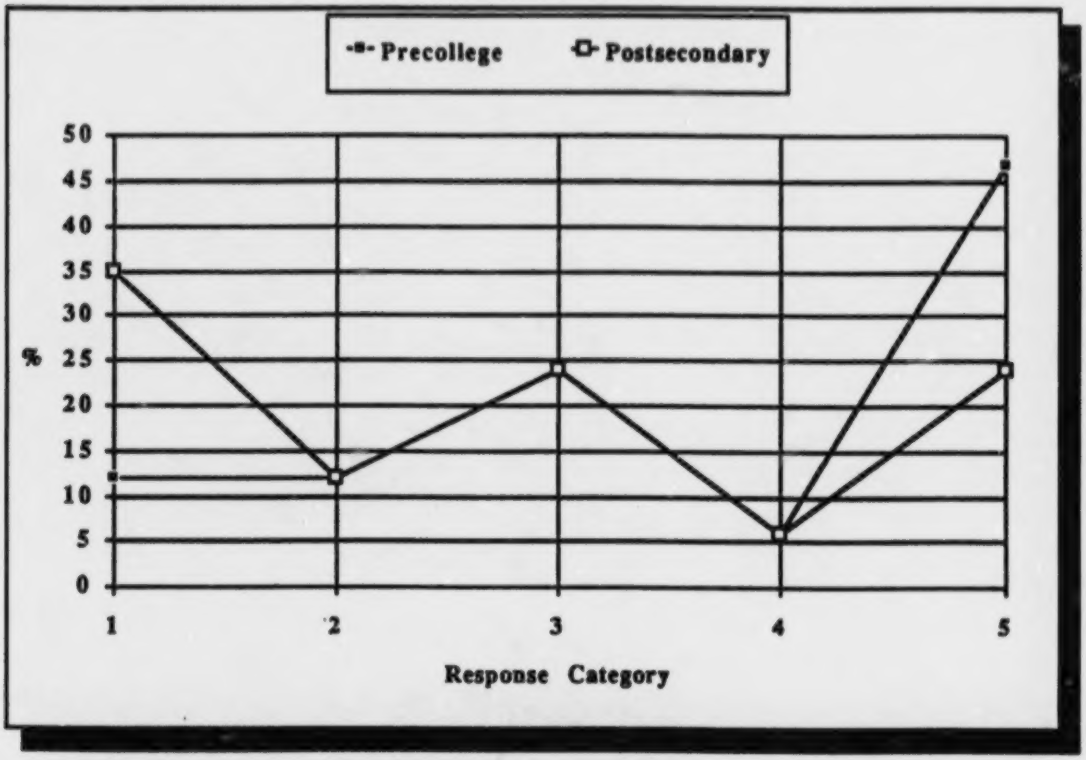
Here, we see the comparison of the "bottom line" ratings of the two teleconference groups. While larfge majorities of both groups indicated willingness to attend another CAPP teleconference, the BYP group demonstrated less enthusiasm: 77% responded with an unequivocal "yes" (compared with 90% of the PYP respondents); and 10% said "no" (compared with *none* of tghe PYP respondents). Of the BYP respondents, 17% indicated that they would want a future teleconference to have changes (primarily in the continuity of reception!), while less tnan 10% of the PYP respondents sought specific changes.

Comparisons of Precollege and Postsecondary Participants' Responses

As noted above, participants in the BYP teleconference who responded to the participants evaluation form were evenly divided between precollege and postsecondary institutions. While the absolute numbers of these respondents were quite small (17 in each group), comparisons of their responses might provide some insights into their respective views regarding the *Building Your Partnership* teleconference.

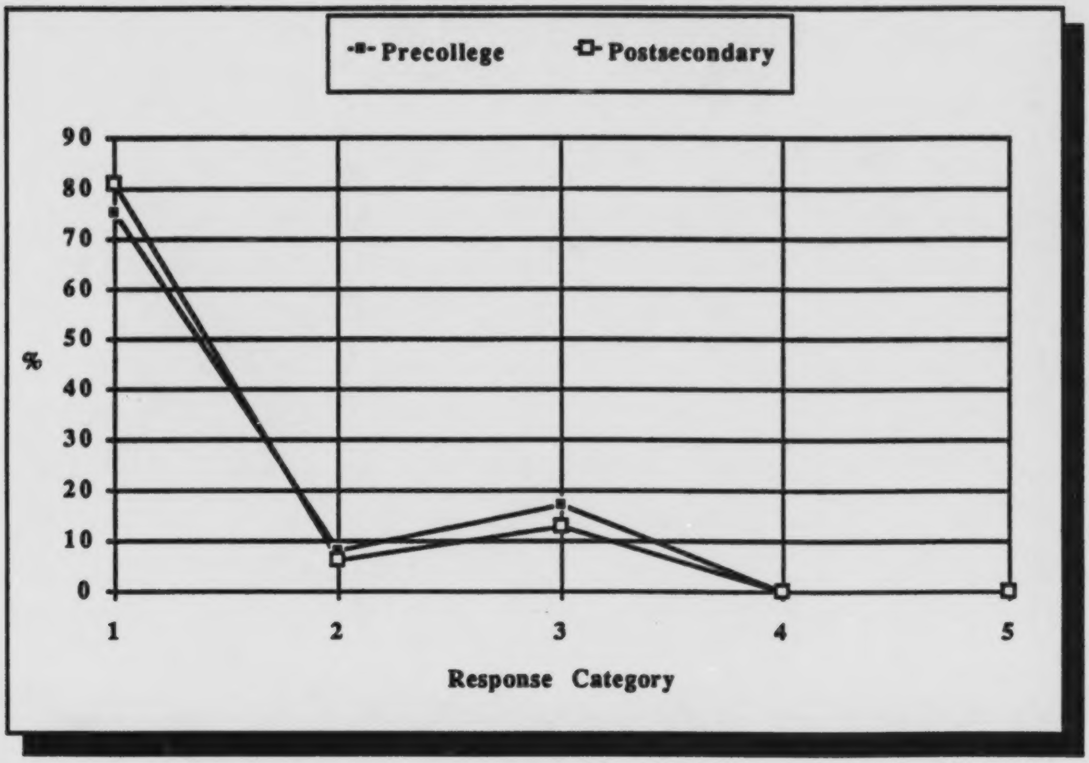
The following comparisons, like those in the preceding section are selective, *i.e.*, they are limited to items in which the responses differed significantly. Additional comparisons may be made by examining Appendices S and U.

Figure 7: Comparison by Institutional Level: Reception



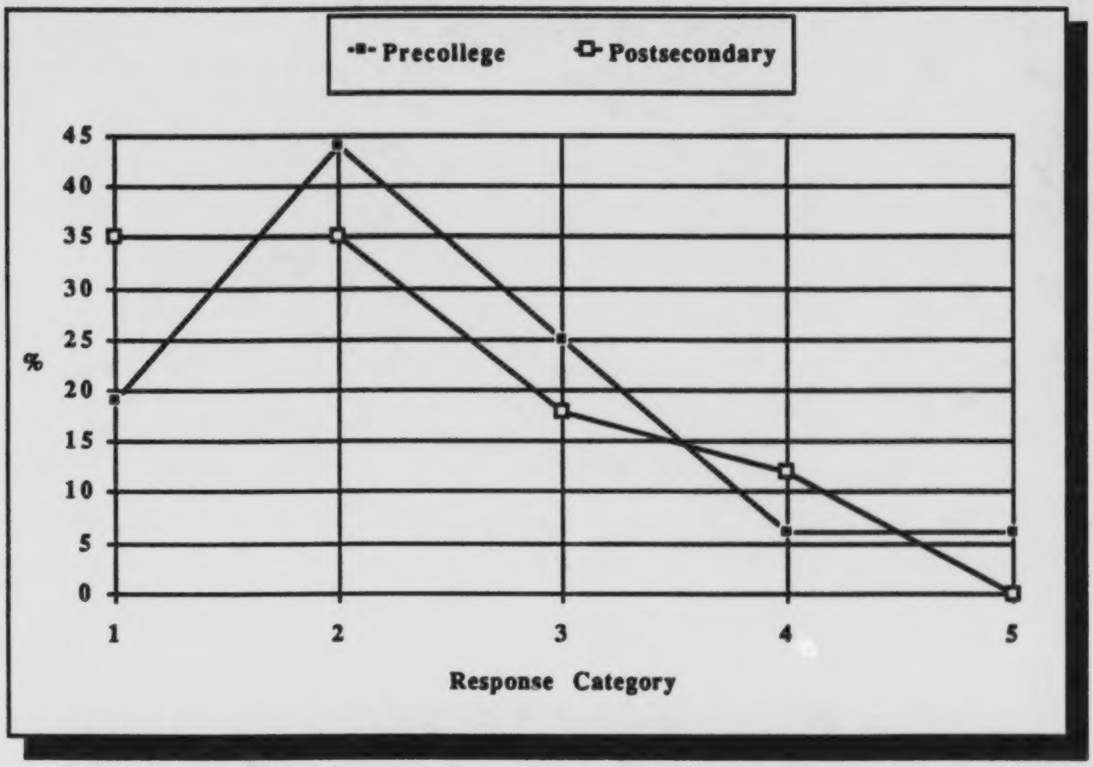
This figure shows that the postsecondary educators were more positive than the precollege educators in their ratings of the reception of the teleconference. Since both groups obviously had the same experience with reception, we speculate that the precollege educators rated the teleconference's *overall* reception (including the power failure), while the postsecondary educators either ignored the power failure or assigned it less importance.

Figure 8: Comparison by Institutional Level: Call-in Time



In this instance, the ratings of the precollege educators and the and postsecondary educators were essentially identical. But compare this apparent agreement with these two groups ratings of the teleconference's level of interactivity (Figure 11, below).

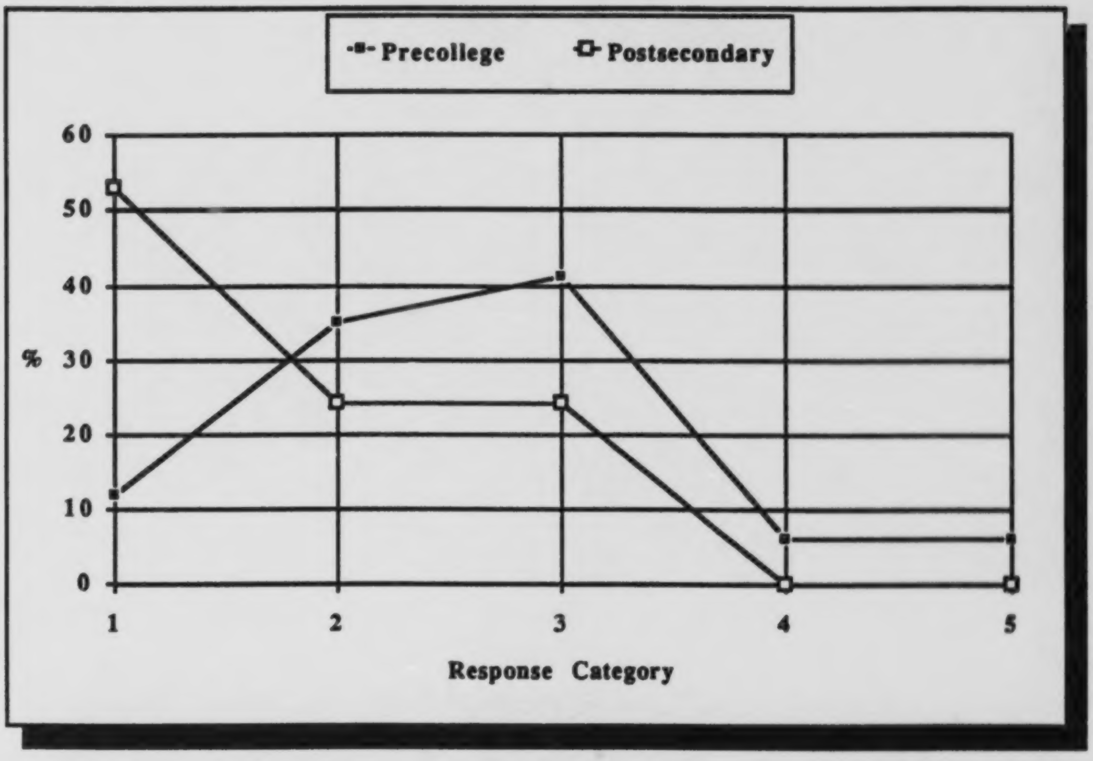
Figure 9: Comparison by Institutional Level: Interesting



Building Your Partnershiup apparently was somewhat more interesting to the postsecondary educators than to the precollege educators. Of the postsecondary educators, 35% "agreed strongly" that BYP was interesting, while, of the precollege educators, only 19% provided this rating.

When the two most positive response categories are combined, however, the difference is considerably smaller: 63% of the precollege educators gave a positive rating, while 70% of the postsecondary educators gave a positive rating.

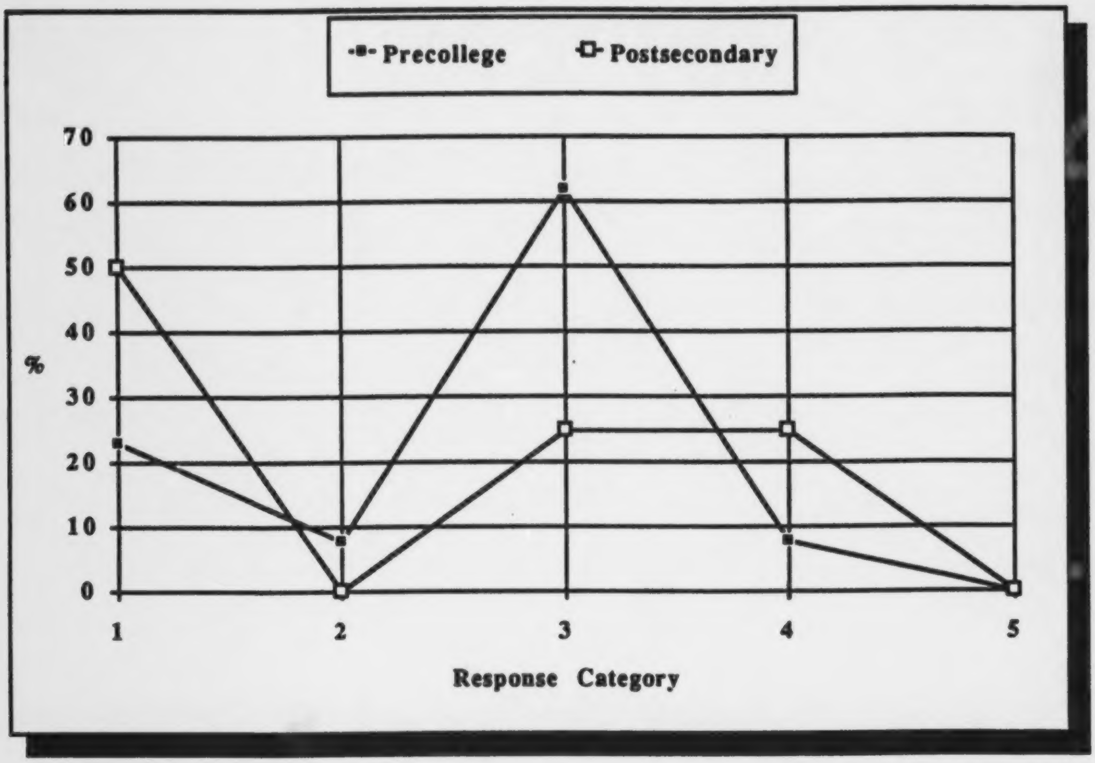
Figure 10: Comparison by Institutional Level: Useful



With reference to the usefulness of *Buiilding Your Partnership*, the postsecondary educators again responded more positively: 53% "agreed strongly" that BYP was useful in project planning, while only 12% of the precollege educators provided that high rating.

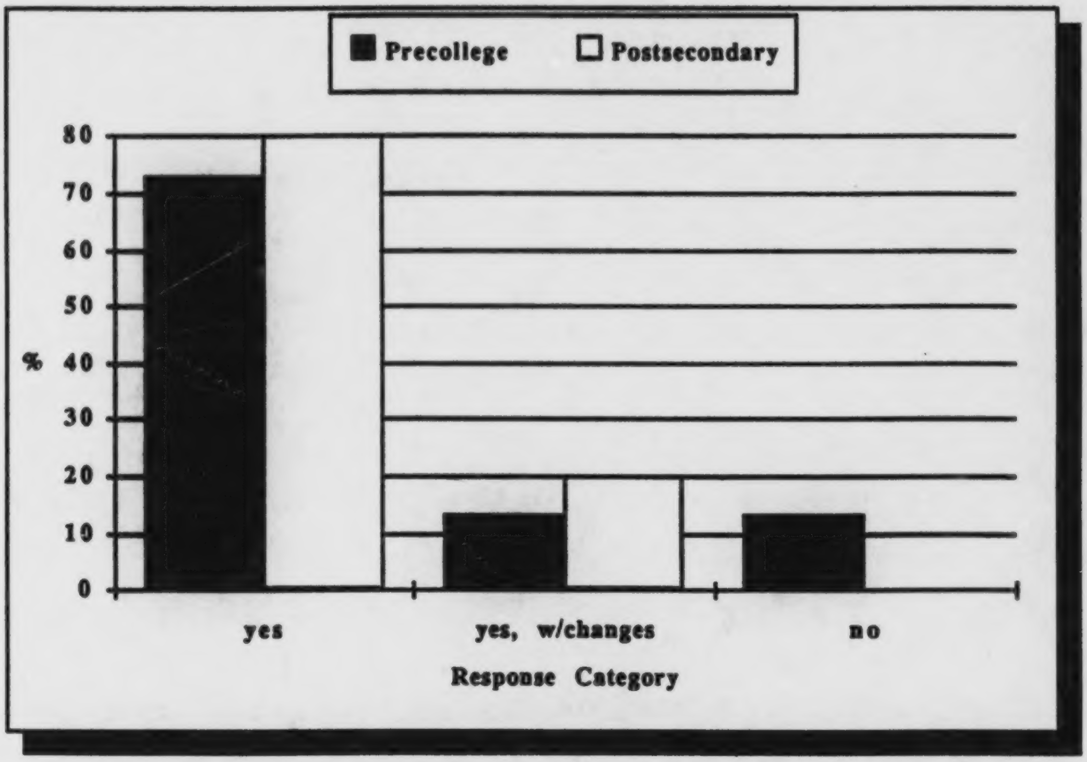
Combining the first two most positive response categories reduces the difference only moderately, to 77% for the postsecondary educators and 47% for the precollege educators. Only when the three most positive response are combined are these differences reduced significantly, to 100% of the postsecondary educators and 88% of the precollege educators.

Figure 11: Comparison by Institutional Level: Interactive



Here, the two groups responded in similar patterns, with more of the postsecondary educators providing the most positive response.

Figure 12: Comparison by Institutional Level:
Would you attend another CAPP teleconference?



Finally, in responding to the "bottom line" question, the postsecondary educators once again demonstrated more positive responses to *Building Your Partnership*."

Conclusions

- **Interactivity.** *Building Your Partnership* devoted 36% of its time to interactions between the participants and the panelists. This represents a substantial increase over the 20% time which was devoted to interactions by the previous teleconference, *Planning Your Partnership*, but less than the 80% target which had been established for *Building Your Partnership*.

- **Costs.**When all costs (including participants' time) are considered, *Building Your Partnership* cost about 57% as much as the least costly of several hypothetical, in-person meeting alternatives.

- **Effectiveness.** Participants reported positive evaluations for virtually all aspects of *Building Your Partnership*. While their evaluations were somewhat less positive than those of participants in *Planning Your Partnership* (probably because of the power failure which interrupted *Building Your Partnership*), they did not report overall negative evaluations of any single component of this teleconference.

- **Participation.** When asked if they would have attended *Building Your Partnership* if it had been held in-person, in San Francisco or Los Angeles, only 50% of the respondents responded positively (the others responded either negatively or neutrally). These responses suggest that this teleconference succeeded in its objective to maximize the number of participants.

- **The Bottom Line.** Finally, 94% of the respondents indicated that they would attend another CAPP teleconference. Of these, 18% indicated that they would attend another CAPP teleconference only if specified changes were made (most of these desired changes involved the avoidance of power failures).

- **Summary and Recommendations.** *Building Your Partnership* succeeded in meeting its objectives. The principal changes which should be made for future teleconferences include (a) controlling the amount of time taken by panelists for their presentations, and (b) avoiding reliance on emergency power generators.

Appendix A: Task Analysis

1. Analysis by Process

Planning

Task	Assigned	Target
Reserve satellite time and studio time	UMS	8/3
Confirm ETI's participation	DH	8/3
Discuss teleconference outline script	TK, DH	8/11
Draft teleconference outline script	TK	8/11
Approve teleconference outline script	DH	8/14
Announce teleconference to Planners	DH	8/15
Confirm Planners' participation (by phone)	TK	8/31
Define evaluation process	TK, DH	8/15
Draft evaluation materials	TK	8/28
Approve evaluation materials	DH	8/31
Define information packet needs	DH, TK	8/15
Draft information packet materials	TK	8/28
Approve information packet materials	DH	8/31
Send information packets to Planners		9/1
Conference call: DH, TK, ETI, UMS	TK	9/14
Define graphic display requirements	TK	9/14
Prepare graphic displays	UMS, TK	9/21
Draft teleconference report contents	TK	9/14
Approve teleconference report contents	DH	9/21

Implementation (9/28/89)

Convene rehearsal of studio participants	TK	10:00 a.m.
Initiate test/tune-in period	UMS	1:30 p.m.
Commence teleconference	All	2:00 p.m.
Welcome, Introductions	TK	3 minutes
Hancock Opening Statement	DH	5 minutes
ETI Opening Statement	ETI	5 minutes
Invite Calls (ground rules)	TK	1 minutes
Receive and Respond to Calls	DH, ETI	95 minutes
Hancock Closing Statement	DH	5 minutes
ETI Closing Statement	ETI	5 minutes
Wrap-up	TK	1 minutes
Conclude teleconference	All	4:00 p.m.

Follow-up

Compile Evaluation Data	TK	10/12
Responses to Questionnaire	TK	10/12
Responses to Interview (by phone)	TK	10/12
Prepare Report of Teleconference	TK	10/31
Draft Article for Publication (Dissemination)	TK	11/14
Report to Advisory Committee	TK, DH	tba

California Academic Partnership Program
CSU • Office of the Chancellor • 400 Golden Shore • Long Beach, CA 90806

September 5, 1989

Dear Teleconference Panelists Michael, Patricia, and Sherryl,

Thanks for agreeing to join Tom Karwin and me in the newest CAPP adventure -- Building Your Partnership, CAPP's second teleconference, on Thursday, September 28, 1989, at University Media Services, CSU Sacramento (916-278-5764).

Let's plan to meet in the lobby of the Holiday Inn Capitol Plaza at 7 p.m. on the evening before (September 27). We'll walk over to Old Sacramento for dinner and conversation about the big event.

Incidentally, airport transportation is available to the hotel. Tom and I will provide transportation from the hotel to the university at 9:15 a.m. on Thursday, so we get there in time for a 10 a.m. rehearsal. We'll have lunch at the Faculty Club, and get back to the studio about 1. The teleconference is scheduled from 2-4 p.m. We will be able to leave as soon as the teleconference concludes. CAPP will cover your per diem and airfare; I'll bring the usual travel forms.

I've enclosed

- the materials sent to the participants (on the left side of your packet);
- a summary of the main errors and omissions on their planning grant proposals (these highlight why we're using the new RFP format and why your help is needed in encouraging them to be sure to cover the new RFP requirements more carefully and completely);
- a wonderful article Tom unearthed to help us respond to questions more effectively (another advantage of CAPP: a chance to learn something new that you can use in your life outside of CAPP!);
- the Implementation Grant RFP and CAPP Mission Statement -- what the teleconference is all about.

Tom will be contacting you with more details about the key points to cover in your five (5) minute presentation. Cover any other points by "bridging" from particular questions, as you can. You'll have one last chance at the end to bring up any last minute items.

Many thanks for being a part of this latest adventure.

Sincerely,

Debbie

Deborah Osen Hancock
Director

cc: Thomas J. Karwin
Dennis J. Galligani and Linda Barton White (without attachments)

B-1

Thomas J. Karwin

Monday, September 18, 1989

CAPP Teleconference Panelists
Patricia Clark
Debbie Hancock
Sherryl Lucarelli
Michael Rubin

Dear Colleagues,

I've enclosed a script for our September 28th teleconference, for your reference. As you will note, this script is intended only to provide an idea of how the teleconference will proceed, and not to specify what the participants are to say. In fact, the large majority of the teleconference should resemble an informal dialog with our planning grant recipients.

Debbie has already communicated the basic logistics of this session, so I won't repeat them here. If you have any questions about the enclosed, or any aspect of the teleconference, please give me a call.

I'll see you in Sacramento, hopefully for dinner on the 27th!

Cordially,

Tom Karwin

Thomas J. Karwin
Teleconference Coordinator

Enclosure

cc: Allan Hinderstein, UMS

(408) 426-5981 121 Easterby Avenue, PO Box 7600, Santa Cruz, CA 95061

Appendix D

Final Script for

Building Your Partnership

a CAPP teleconference
Thursday, September 28, 1989
2:00 - 4:00 p.m.

by
Thomas Karwin
Teleconference Coordinator
September 18, 1989

Notes

This script is intended to serve as a guide for panelists and production personnel, and not to specify what is to be said. Panelists are encouraged to add points that they feel are important, and to speak in their own words.

This teleconference has been planned to have a two-hour duration. About 80% of that time (approximately 95 minutes) should be available for questions from the viewer-participants, and answers to those questions by the panelists. The balance of the two-hour period will be devoted to presentations by the panelists, opening and closing titles, etc.

This emphasis on interaction will be compromised if viewers fail to ask questions, or make comments. Panelists should be prepared to interject their own comments and ask their own questions of other panelists and viewers.

Finally, the notation "CG" stands for "character-generated graphic." These displays will be prepared by University Media Services personnel, and inserted in the appropriate places.

Panelists are welcome to bring and display prepared materials (books, diagrams, graphics, etc.), using an overhead camera which will be available in the studio.

AUDIO	VIDEO
(Music)	VIDEO #1: UMS Sequence
Announcer: Live—from Sacramento—the California Academic Partnership Program presents...	**California Academic Partnership Program** **CG #1: (superimpose title)**
Announcer: ..."Building Your Partnership," a statewide teleconference for CAPP Planning Grant recipients. And now, here is your moderator for today's teleconference, Tom Karwin	**Building Your Partnership** **CG #2: (super title)**
Karwin: Welcome to "Building Your Partnership." Today's teleconference offers an opportunity for you, the planning teams for California's fifteen newest academic partnerships, to hear some advice on building your partnerships to ask questions, and to share your thoughts and experiences.	**Thomas Karwin** **Teleconference Coordinator** **Karwin/CG #3: (super title)**

AUDIO	VIDEO
KARWIN: This is your teleconference. We'll begin with brief remarks by each member of our distinguished panel, reserving time for you to ask questions after each presentation, and then turn the teleconference over to you for additional questions and comments.	**Karwin**
KARWIN: Let's begin by welcoming each of you, CAPP's new planning projects.	**Karwin**
KARWIN: (reads list of fifteen grantees)	**VIDEO #2ff.: (grantees' slides)**
KARWIN: Congratulations for your success in receiving a CAPP Planning Grant, and welcome. And now, I'm very pleased to introduce the members of our expert panel. Your information packet includes background information on each panelist, so I'll be brief.	**Karwin**

AUDIO	VIDEO
KARWIN: First, we have Sherryl Lucarelli, who represents California's private colleges and universities on CAPP's Advisory Committee, and chairs its Outreach Subcommittee.	**Sherryl Lucarelli** **Chair, Outreach Subcommittee** **Lucarelli/CG #4 (super)**
KARWIN: Next, we have Debbie Hancock, statewide director of the California Academic Partnership Program.	**Debbie Hancock** **Statewide Director of CAPP** **HANCOCK/CG #5 (super)**
KARWIN: Our next panelist is Patricia Clark, who is the director of a CAPP project at the Oakland Health Academy, and Northern California Project Liaison to the CAPP Advisory Committee	**Patricia Clark** **Project Liaison to CAPP** **Advisory Committee** **Clark/CG #6 (super)**
KARWIN: Our fourth panelist is Michael Rubin, who is Project Manager at the Evaluation and Training Institute (ETI), CAPP's External Evaluator	**Michael Rubin** **CAPP's External Evaluator** **Rubin/CG #7 (super)**

AUDIO	VIDEO
KARWIN: Our first panelist, Sherryl Lucarelli, will tell us the background and purpose of CAPP Implementation Grants. Then, you'll have your first opportunity to ask your "burning questions" about CAPP Implementation Grants. When that time comes, we'll put the number to call on the screen	**Karwin**
LUCARELLI	**Sherryl Lucarelli** **Chair, Outreach Subcommittee** **Lucarelli/CG #4 (super)**
LUCARELLI: *Planning Grants* • *first time for these grants* • *looking for quality curriculum projects for 1990-93 (because planning year allows time to develop a quality proposal)* • *CAPP required identification of a cluster, guided by a Steering Committee (successful approach)*	**CAPP Planning Grants** **• first time tried by CAPP** **• should yield good projects** **Lucarelli/CG #8**
LUCARELLI: *Implementation Grants* *Focus on Curriculum Development* *All other activities support the curriculum development in the area selected by the individual projects.*	**Curriculum Development** **• staff development** **• student & parent services** **• partnership development** **• program coordination** **Lucarelli/CG #9**

AUDIO	VIDEO
LUCARELLI: *Reviews selection criteria (from RFP)*	**Selection Criteria** • impacts student preparation • addresses school's needs • shows evidence of capacity • contributes to CAPP's goals • presents appropriate budget **Lucarelli/CG #10**
KARWIN Sherryl, what will the proposal readers really be looking for?	**for questions, call** **(916) ___-____** **Karwin/CG #11**
LUCARELLI: *Receives to Moderator's question, then responds to callers' questions*	**Lucarelli**
KARWIN: *(to viewers)* Thank you for your questions. You've certainly caught the spirit of this interactive teleconference. Our next panelist, Debbie Hancock, will tell us about the main points you should address in writing your proposal for a CAPP Implementation Grant. Debbie...?	**Karwin**

AUDIO	VIDEO
Hancock	**DEBORAH Hancock** **Statewide Director of CAPP** **Hancock/CG #5 (super)**
HANCOCK: *Reviews purpose of CAPP grants:*	**CAPP Curriculum Projects** • **provide leadership** • **address curriculum issues** • **address access issues** • **combine varied activities** • **yield measurable impacts** **Hancock/CG #12**
HANCOCK: *Reviews sections of proposal*	**Implementation Grant Proposals** • **cover page** • **abstract** • **table of contents** • **narrative** • **time line** • **budget** **Hancock/CG #13**
KARWIN: Debbie, what kind of balance are you looking for in the budget?	**for questions, call** **(916) ___-____** **Karwin/CG # 11**

AUDIO	VIDEO
HANCOCK: *Responds to budget question, then responds to callers' questions.*	**Hancock**
KARWIN: Thank you, Debbie, and thank you, planners, for your questions. If other questions come to mind, you will of course have additional opportunities to raise them during today's teleconference.	**Karwin**
KARWIN: Next, we'll hear some advice from Patricia Clark, on writing a competitive proposal for a CAPP Implementation Grant. We're pleased to have Patricia with us today, particularly because she has been successful in writing a CAPP proposal. Patricia...?	**Karwin**
CLARK	**Clark/CG #6 (super)**

AUDIO	VIDEO
CLARK: *Summarizes the key considerations in preparing a competitive proposal (as shown by graphic), and adds additional points of her own.*	**Writing a Strong Proposal** • **involve all your partners** • **do your homework** • **focus on the long range** **Clark/CG #14**
KARWIN What are some ways to involve the planning team members in the proposal development process?	**for question, call** **(916) ___-____** **Karwin/CG #16**
CLARK: *Responds to moderator's question, and then to callers' questions.*	**Clark**
KARWIN: Thank you Patricia, and callers. Our final panelist, Michael Rubin, will tell us about the evaluation of CAPP Implementation Projects. That section of your proposal is quite important, so we're pleased to have CAPP's External Evaluator here to provide us with expert advice.	**Karwin**

AUDIO	VIDEO
RUBIN	**Michael Rubin** **CAPP's External Evaluator** **Rubin/CG #7 (super)**
RUBIN: *Presents overview of evaluation plan to be included in proposal for Implementation Grant*	**Overview of Evaluation Plan** **• documents successes** **• tailored to your goals** **• includes quantitative data** **• includes qualitative data** **• involves internal evaluator** **Rubin/CG #15**
RUBIN: *Discusses goal-oriented evaluation*	**Project Goals** **• specific** **• measurable** **• manageable** **Rubin/CG #16**
RUBIN: *Describes the scope of the evaluation plan presented in the proposal for an Implementation Grant.*	**Scope of the Evaluation Plan** **• progress toward goals** **• dissemination** **• institutionalization** **• curriculum development** **• tracking student progress** **• Steering Committee's work** **Rubin/CG #17**

AUDIO	VIDEO
RUBIN: *Describes categories of evaluation data.*	**Evaluation Data includes...** - **individual students** - **the school** - **the project** **Remember to collect data on underrepresented groups** **Rubin/CG #18**
RUBIN: *Emphasizes the importance of including both quantitative and qualitative measures, and gives examples of each.*	**Include both** **Qualitative Measures** **and** **Quantitative Measures** **Rubin/CG #19**
RUBIN: *Describes existing resources for evaluation*	**Evaluation Resources** - **CBEDS reports** - **school site records** - **school report cards** - **1987-90 CAPP projects** **Rubin/CG #20**
KARWIN: Michael, would you give us some examples of dissemination and institutionalization?	**for questions, call** **(916) ___ - ____** **Karwin/CG #11 (super)**

AUDIO	VIDEO
RUBIN: *Responds to moderator's question, and then to callers' questions.*	**Rubin**
KARWIN: Thank you, Michael. As the Internal Evaluator of a current CAPP project, I really appreciated your comments. *(to viewers)* I hope you've gained some good ideas from Michael's presentation. *(Interjects a relevant story from the Gateways project)*	**Karwin**
KARWIN: We've now come to the most important speakers in today's teleconference...YOU. Now is the time for you to call in your additional questions to our panelists. We also will welcome your comments and questions about any aspect of CAPP and its Implementation Grants.	**for questions, call** **(916) ___ - ____** **Karwin/CG #11 (super)**
KARWIN AND PANELISTS: *Respond to questions and comments*	**Karwin & Panelists, *ad hoc***

AUDIO	VIDEO
KARWIN: *(at about 3:55 p.m.)* We've run out time. This has been a very interesting and—I think—productive session. Let's give our panelists a final opportunity to share their thoughts and comment on the questions and comments they've heard today. *(Calls on panelists, in turn)*	**Karwin**
PANELISTS: *Each provide a closing statement*	**Panelists (in turn)**
KARWIN: Thank you panelists, for your closing comments, and for being with us today. *(to viewers)* We're nearly at the end of CAPP's teleconference, "Building Your Partnership."	**Karwin**
KARWIN: Please take a few minutes now to fill out your evaluation form, and send it in. It's important to our evaluation of this teleconference and our planning of future teleconferences, which YOU might be participating in.	**Karwin (displays form)**

AUDIO	VIDEO
KARWIN: Thank you for your participation. in today's proceedings, and best wishes for success as you build your partnership. Good afternoon.	**Karwin**
Closing titles and credits	**Panelists** **Sherryl Lucarelli** **Debbie Hancock** **Patricia Clark** **Michael Rubin** **CG #21 (sequence)**
	Moderator **Thomas Karwin** **CG #21 (sequence continues)**
	produced by **University Media Services** **California State University** **Sacramento** **CG #21 (sequence continues)**

AUDIO	VIDEO
	presented by **the** **California Academic** **Partnership** **Program** **CG #21 (sequence continues)**

GET TO THE POINT
by BERG & GILMAN
BANTAM BOOKS, 1989

1-7

9

Tough Questions, Good Answers

Usually, the most effective format for making your point is a brief talk or presentation *followed by a question and answer period.* The experienced presentation-maker knows this well and will insist on a Q & A whenever possible.

> **Properly handled, a Q & A session gives you an opportunity to make your point *again*—often several times.**

Furthermore, in many situations—internal presentations, witness appearances, and interviews, for example—answering questions is mandatory. The personnel manager, customer, divisional vice president, regulatory commissioner, concerned community member, opposing counsel, or reporter will ask *any* question. Their questions may be tough—and your answers had better be good. That's what this chapter is about: tough questions and good answers.

You can see that the art of handling questions is a crucial component of the presenter's craft. Although many people find the prospect intimidating, rest assured that it consists of a set of skills that you can learn.

If you do the considerable amount of work involved in mastering Q & A skills, you can transform a potentially terrifying prospect into an *important opportunity*.

Mastery of Q & A doesn't mean you can entirely eliminate the risks involved in facing questions. Mastery is primarily a matter of preparation, and you can never be prepared for *every* question. You may still get a zinger or a dumb, off-the-wall question from time to time. But if you've been through our Q & A training and are comfortable with the techniques of handling questions, you'll have a huge advantage. You'll be equipped to handle these situations with equanimity and, frequently, to *turn them to your advantage*.

If we haven't already made it clear, we believe that the Q & A is the most important part of the presentation process. There are four reasons, all of them related to retention.

1. This is the first time listeners have had an opportunity to actively participate in an exchange of ideas or information.
2. You can reemphasize important points.
3. You can introduce new, positive information.
4. The last things heard are remembered best.

The first reason Q & A helps you make your point is that interacting with the speaker is stimulating to the audience; it makes them *focus their attention* better. They will actually remember your message better when it's presented as an answer to their questions than when you make the same point in your prepared talk.

The second is that it gives you an opportunity to repeat. Repetition is one of the factors that increases *retention*. The more often your listeners hear a message, the more likely they are to remember it.

The third reason is that a question often creates an opportunity for you to deliver a selling point that didn't quite fit in with your talk, thus allowing you to make one of your main points again in a different way.

Point four really speaks for itself. But there's one final benefit of the Q & A. It gives you an opportunity to display *you*. In the context of a Q & A, your energy, confidence, conviction—and in the face of difficult or hostile questioning, your courage and compassion—have a better chance to come through than they do from behind the lectern. All of which helps you *get to the point*.

The Control Factor

A lot of people find the idea of the Q & A unnerving. The reason? They feel that in taking questions they relinquish control. With the opening portion of your presentation—the "prepared text"—you are in command. You choose the words and the pictures, and direct the flow of ideas. But when the time comes to throw the floor open to discussion—if you know that the vice president, the comptroller, or whoever, may interrupt you at any moment—you may feel like a tiny boat on a storm-tossed sea, completely at the mercy of the elements. In reality, you can retain a considerable degree of control when the presentation becomes interactive.

> Case Study: During his White House years, Henry Kissinger, undoubtedly one of the most successful communications manipulators of recent times, once reportedly opened a press conference by asking the press corps, "Does anyone have questions for my answers?" His quip made explicit what he knew and the reporters knew: For Henry Kissinger a press conference was more than a place to answer questions; it was an opportunity to deliver prepared policy statements on issues of his own choosing. They did ask questions, and he did provide answers, but he in no way relinquished the agenda to the press. He went in knowing what points he wanted to make—and he made them.

Skilled Q & A handling is a process of turning questions—as often as possible—into a platform for remaking your points.

Mr. Kissinger's press conferences illustrate the basic point we wish to make—that you don't have to relinquish control. However, we don't suggest that you imitate Mr. Kissinger's outspoken style of handling the matter. When you're in that powerful a position, go right ahead. Meanwhile . . .

The best overall effect is achieved when you are responsive to the questions and keep your awareness of the control factor in the background.

Be Prepared

The Q & A technique we will outline is one of answering the questions and then finding a connection between that question and one of your selling points. The key to Q & A control is *preparation*. This point can't be overstressed. So before we work through the technique let's spend some time preparing.

In Q & A, there's virtually no such thing as being *over*prepared.

Phase One of preparation is, specifically, preparation for *difficult questions*. This begins back where we started—with the audience profile. Remember our potential conflict analysis? That's the part of the audience profile that relates specifically to Q & A. It's a clue to the kinds of questions you can expect.

If you're prepared for a question, you're obviously going to do a better job of handling it.

Case Study: Former President Reagan's press secretary, Marlin Fitzwater, has said the White House staff can anticipate roughly four out of five questions reporters will pose at any given press conference. This means that during the press conference, the President is ready for 80 percent of the questions that come from the floor.

If the President of the United States can anticipate four out of five questions in an unrestricted presidential press conference, then with preparation the rest of us ought to be able to anticipate nine out of ten questions.

This means that roughly one time in ten someone will throw you a curve when you were looking for a fastball, and you will have to think on your feet. It also means that the rest of the time you'll have an answer prepared. You'll know what's coming—maybe not the exact words or all the nuances, but at least the specific area or issue. And you'll be able to step into the pitch and hit a line drive up the middle.

In other words, contrary to appearances, a skilled handler of Q & A is never very far from his or her "prepared text," because that text includes answers for every question that might come up.

The first step in your preparation is to anticipate, write down, and think through every question that might come up in the context of your topic. Look especially for difficult, tricky, or belligerent ones. Then prepare answers as far in advance as possible.

This is the most rigorous work you will have to do in the course of your presentation training. But, like a lot of what a recruit does in boot camp, it will pay off under fire. Walking into a Q & A without doing this homework is like walking into battle without a weapon.

For this exercise, we recommend you make a *Difficult Questions Worksheet*. The worksheet is essentially a four-part list containing:

- Questions you have found difficult to answer in the past
- Questions on matters you would prefer not to have exposed in public, to other departments, to your superiors, or to interviewers
- Issues that are particularly critical to your position, department, business, industry, or organization
- Your primary selling points

After making out your Difficult Questions Worksheet, spend some time mulling over the contents. This is not a process you want to hurry through. If possible spread it out over several days. Try to expand your thinking. Don't always be linear; let your mind associate freely. Consider every possible ramification of your business, of related public concerns, and of your positive program. Continue this process—letting ideas percolate and integrate—until you feel you *really* know your way around all the issues, pro and con.

Tip: Try the technique known as "mind mapping," in which you write the central thought of the question in the middle of the page and write down ideas all around it.

By the time you've completed this phase of preparation, you should be pretty comfortable with a broad spectrum of questions. *Part* of your job in the Q & A will be to answer those questions, but it's not your whole job. Along with your answers, you also want to work in your selling points. That's what makes the Q & A an *opportunity*.

Phase Two of preparation is the forging of *connections* between the issues raised by the *questions* you studied in phase one and your selling points. For help in this second phrase of preparation, we have designed the *Plus/Minus Worksheet* (see next page).

On the left side of the page, list all the negative issues; on the right side, list all your positive selling points. As you study the material in this format, your aim is to bridge the rhetorical space that separates the two sides with concepts that create a connection between one side and the other. Look for logical paths that lead from items on the negative side to items on the positive side and draw actual lines *connecting* issues that relate conceptually.

Sometimes you can answer a minus question with a plus word and specifics. For example, Question: "Isn't this promotional plan unnecessary?" Answer: "It's *absolutely* necessary. Let me give you our specific objective and our anticipated results."

Sometimes you need to answer the negative and use a "but" or a "however" to get to your plus side. For example, Question: "Isn't the anticipated expense figure one-point-five million dollars with only a

PLUS/MINUS WORKSHEET

- - - - -	+ + + + +

E-4

three hundred thousand dollar sales figure the first year?" Answer: "Yes, that's true. *But* this is an investment that will make us competitive in the long run. The numbers show us turning a profit in the fourth year."

Work out a connection from *every* item on the minus side to *some* point on the plus side. It's much more important for all the minuses to be covered than for every plus to make an appearance.

You will probably begin to notice that certain concepts crop up more often than others (the cost of living or the importance of customer service, for example). These are your "higher" or "broader" issues; take special note of them because they are important.

Q & A Architecture: Building Bridges

After analyzing in detail how "their" questions and "your" answers *connect*, you're now ready to meld these two elements into the powerful rhetorical device we call the *bridging technique*.

As the name suggests, the technique consists of building a verbal bridge between the point raised by the questioner and the selling point *you wish to emphasize*.

Case Study 1: A classic example of skillful bridging is drawn from the 1980 presidential campaign when candidate Edward Kennedy appeared on a television interview program.

The senator's pet campaign issue was his health care program for the elderly and it was a popular issue. His selling points were bankable votes for him, so naturally he wanted to make the audience aware of it. Twenty minutes of the thirty-minute program had gone by and the senator hadn't had an opportunity to talk about health care. The next question was: "Senator, what is your view on the MX missile?"

Think for a moment what you would do in this situation. You need to answer the question, but you also need to get in some of your selling points. Is there any way that you can answer the question and find a connection that will allow you to bridge to health care? How about the issue of costs?

Senator Kennedy's answer went something like this: "My staff and I are against the MX. We don't think it is the right weapons system for this country. First of all, we are adequately covered by our existing systems. Second, you can't look at the MX—or any other weapons system—without focusing on its cost. We have only so much money in our national budget, and I believe that more funds should be spent on domestic priorities such as rebuilding our roads or in areas such as national health care . . ." With this bridge, Kennedy was off and running. "In this country today, the average American senior citizen spends about one-third of his or her income for health care maintenance. With my bill, we can bring this down to one-fifth or less, and each elderly person in this town could save as much as four hundred dollars a year."

At this point, the reporters might follow up with further questions on the health care issue, or they might come back to the MX missile. The point is that the smooth transition gave the senator a chance to make his selling point and left him in a position where it was even odds he would be able to make others.

That's the technique in a nutshell. Here was a smooth, logical, persuasive path from the *issue* of a weapons system, to the *broader issue* of costs and the national budget, to a *specific economic issue*—the high cost of health care. And finally the *selling point*—the Kennedy-sponsored bill and its benefits for the elderly.

> Case Study 2: Moving to the private sector, Marc Chodorow, vice president in charge of public relations for Goldome, was talking to a reporter on the subject of KWIKLINE, the bank's telephone banking service.
>
> "Twenty-five to thirty percent of our 'platform' transactions [at a desk, with an officer] are now being handled by phone . . ." he was saying when the reporter broke in: "Does this mean that old-fashioned, face-to-face human services are going down the tubes?"
>
> "Not at all," said Chodorow. "We still believe in personal banking services, and we always will, but [*but* is often a very important word in bridging] we find that using the phone works better for us—it's cheaper and more efficient. And frankly, it often works better for our customers as well.
>
> "Here's an example. Last April 15, just hours before the last possible minute to file a tax return, we got a call from a customer who was out of town but who wanted to fund his IRA. The added complication was that he needed to take out a loan to do so. We were able to take care of *both* transactions for him over KWIKLINE in time for him to meet the IRS filing deadline."

The story makes another textbook example of skillful bridging: Chodorow answered the question (we aren't abandoning walk-in banking services), bridged (but) to his selling point (we think it works better—for us and for the customer), and added a memorable supporting specific (look what this service can do for you in a pinch).

Bridging is a flexible and adaptable technique that can be used one way or another in almost any Q & A situation. The more you do it, the better you'll be at it.

Practice, Practice, Practice

We have a whole chapter on practicing, but practice is particularly crucial for Q & A, so we need to say a few things about it here.

Skillful Q & A always requires specific preparation. Former President Reagan, for example, spent approximately six and a half hours preparing for every press conference. That's the kind of commitment that produces results. But before you get into that league, you're going to have to devote some time to mastering the pivotal Q & A technique, bridging.

Your practice at this stage has three primary goals:

- Perfection of your command over the issue-bridge-selling point links
- A spontaneous conversational tone
- Conciseness

The more closely you can approximate real presentation conditions, the more effective your practice will be. This means responding to real questions. Getting a friend, spouse, or colleague to scan your worksheet and fire tough questions at you would be most effective.

If you don't have access to a practice partner, you will have to frame questions for yourself—just as you imagine they might come from the audience:

- Write your questions down on slips on paper.
- Put the slips in a paper bag and pull them out one by one to simulate random questions from an audience.
- Do *not* write down your answers. Say them out loud, in your own words, just as you would in any conversation or discussion.

As you practice, *strive to refine and simplify your answers*. The more succinct they are, the more likely they are to be understood and retained. Work at getting the main message of your selling point as close to the front of your answer as possible.

Repeat each answer until it goes smoothly. This will probably take you about three tries per answer in the beginning. As you develop skill, you'll do better and better on your first try.

To really help yourself improve, record your practice sessions on audio tape. Listening to yourself speak is the most effective feedback.

As you listen to the tapes of your practice session, we suggest that you first make notes on what you *like*, then concentrate on what needs improvement.

More Q & A Techniques

You've prepared for the tough questions and spent time practicing the bridging technique. You're probably feeling pretty confident about the prospect of facing a question and answer session.

We've got some good news and some bad news. The bad news is that you're not quite ready yet; there are more question-handling techniques for you to master. The good news is that they're easy—and they will make your performance that much stronger.

The following rules and guidelines will keep the Q & A session running smoothly and under your control. They will help you steer clear of serious pitfalls, and generally help to make your Q & A a success.

Keep in mind that these are generalities and must be filtered through experience and common sense. Some points are more applicable to one situation than another. The list is most useful in the more formal presenter/audience situation. In the one-on-one meeting with your boss, or in a job interview, you are much more restricted in the range of appropriate techniques.

Set ground rules. In small presentations, this is not usually possible. In large meetings, however, this is highly recommended to establish your authority in the Q & A setting.

You may, for example, ask that questioners raise their hands or stand and identify themselves and their affiliations. You will probably want to save questions until after you have completed your presentation. If so, ask listeners to hold their questions until the end. If you want to limit questions to one per person, say so; you can always graciously make an exception to this or *any* ground rule on an ad hoc basis. If you forget to ask members to hold their questions and someone interrupts, either suggest that he or she write down the question and save it until the end, or you can answer it and ask everyone else to please hold further questions until you have finished your presentation.

Be prepared to get the ball rolling. When preparing for a Q & A session, you should always write a question or two *for yourself*. Audiences are sometimes slow to begin asking questions and you must start the ball rolling or the whole Q & A may fall flat.

"One question that is frequently raised about this subject is . . ." is one way to handle it. Another is, "Just before we started this evening, Marty asked me . . ." There are many possibilities. Once you have primed the pump, the audience will generally warm up and begin asking their own questions.

> **Tip:** You can help stimulate questions from the audience while you set your ground rules: As you explain how you'd like members of the audience to seek recognition, raise your arm to illustrate; you'll find that this tends to elicit an arm-raising response. If this doesn't do the trick, proceed to your fall-back questions.

Answer all questions. Only personal questions, questions relating to proprietary information, and questions to which you don't have answers (see our discussion of "don't-know" questions on page 127) are exceptions. The rest are fair game.

Try to look at difficult questions as an opportunity to demonstrate your strength. If questions have been submitted in written form, you might consider tackling one or two of the tough ones first just to demonstrate your willingness to face all issues. Here is an opportunity to head off anticipated questions raising particular problems. If you have prepared conscientiously, you should be able to offer a reasonably strong answer to the occasional unpredictable zinger. And even if you don't handle a question brilliantly, the courage and commitment you show by taking it on in good faith will ultimately work in your favor.

***Always* pause before answering a question.** Pausing gives you time to collect your thoughts. It takes the brain more than two seconds to formulate a well-considered answer, and when the question is a difficult one, you really need that think time. The pause helps you avoid the pitfalls of "having your tongue drive your brain" and unconsciously repeating the negative language in a hostile or inflammatory question (which we will discuss presently). Just remember: Listen, think, and answer.

Not all questions are brain-crunchers, but there are two good reasons to pause *even on easy questions*.

First, the pause conveys an attitude of respect both for the questioner and for the question itself. It tells the audience that you are relaxed and that you regard each question as worthy of serious reflection. It also shows that you are *listening*. Jumping on the question before it is out of the questioner's mouth is likely to send the message either that you are anxious or that you have glib, ready-made answers for everything.

Second, if you pause before *every* question, the audience quickly assimilates this as an aspect of your style. Then when you are asked the tough question and you *need* the time, your pause doesn't telegraph to the audience the message that you find the question a problem.

For difficult questions, in addition to pausing, it is a good idea to have a small repertoire of phrases prepared to extend your time to think. This will also allow you to launch into your answer unobtrusively. ("Well, let me tell you how we view that issue. . . .") Try to avoid the response, "I'm glad you asked that question," which often comes across as defensive. On the other hand, an acceptable answer, even on the witness stand, is, "I've never thought about the issue that way. Give me a moment to consider it in that light."

Bridge answers whenever possible. With innocuous questions, bridge *to* your selling points. With tricky or embarrassing questions, after dealing with at least part of the substance, bridge *away* to more comfortable ground. Respond to the specifics of the question and move to the realm of the larger issues that it raises. Once there, you can almost always reiterate your message.

Don't repeat negative language. A natural response to a tough question is to buy time to think by repeating the question verbatim. This is the worst thing you can do. In mindlessly repeating the question, you will be emphasizing the negatively charged language. ("Are we ripping off the public with our new pricing structure? . . .")

Coming full circle to repeat a question at the end of an answer is a natural impulse. If you do not check it, especially with a hostile or otherwise difficult question, you may undo a lot of skillful work you did in bridging away from it in the first place. You may well end up where your questioner began—with a negative statement. ("So, no, in answer to your question, I don't think we're ripping off the public. . . .") You want to end with the positive. It might help to *visualize* a bridge—a structure that leads from one side of the river to the other, not around in a circle.

Anticipate the brain-crunchers. To defuse a potentially volatile issue—if you suspect or know that someone in the group is going to hit you with a tough question—you can meet it head on by raising it yourself. It certainly is better for you to do this than for you to be surprised with it from the floor. And the audience may respect you for your courage and candor.

Keep it moving. Make an effort to be crisp and concise with your answers. In general, aim at keeping your answers between thirty seconds and a minute. Answer the question; if appropriate, bridge to a selling point; take another question.

Disengage eye contact and move to another questioner. This helps you include more people in your answers and also discourages follow-ups. Establish eye contact as you field a question. Maintain that contact for the first few moments of your answer. Then shift to one or more other members of the group, perhaps settling on the next questioner even as you finish your current answer.

This technique obviously doesn't apply when you're dealing with a power person. You must stick with that person until he or she is done dealing with the question or issue.

Leave on a high note or with a brief summary. Nothing looks worse than dutifully droning on until the audience has no more questions. After the Q & A time you have allotted, or when you feel you've reemphasized your selling points, you should wind up the session. An effective technique is to ask for "one or two more questions." If the first is an easy one and you have made a positive bridge on your answer, you can use that as an opportunity to exit. If you don't manage to handle the first question smoothly, take a second. If neither goes particularly well, give a prepared thirty-second summary of your presentation so that you can leave the audience with a positive message. You might actually say, "Although I didn't handle that question particularly well, let me finish strongly with a brief summary."

Close with dignity. Following your final answer or your summary statement, pause for a count of two or three, take off your microphone, gather your papers, and walk off with the same purpose and dignity with which you approached the lectern.

Quick Reference Summary

- "Q & A session" doesn't mean "inquisition"; use it to your advantage.
- Preparation is the key to feeling in control of the Q & A.
- Analyzing the audience is the number one priority.
- Anticipate and practice difficult questions.
- Use the bridging technique to turn negative questions into positive answers.
- Try "mind mapping"—free association of ideas emanating from the central thought of a question—to allow you to bridge to a selling point.
- Develop the discipline of using the Plus/Minus Worksheet. It

will help you create transitions from negative questions to positive answers.

- By bridging you can (1) narrow the focus of interest of a question to a specific issue within the issue raised, or (2) expand the focus of interest to the broader issue, which may allow you to bring in selling points.
- Bridging can diffuse an adversarial question.
- It is important to answer a question first, then bridge.
- To practice Q & A, have a friend ask tough questions. If no help is available, write questions on slips of paper, and draw them at random.
- *Always* pause before answering a question. Take time to think.
- First thought when a question comes is "What's my selling point?" Second thought: "What's my bridge?" Pause. Then answer.
- In many cases, you can set ground rules. When possible, make things as comfortable for yourself as you can.
- To stimulate questions, ask one of yourself.
- Don't dodge or evade questions. If you don't know the answer, say so and volunteer to get the information to the questioner.
- When you don't know the answer to a question, try to bridge back to something pertinent that you *do* know.
- Watch for negative language in questions. Never repeat negative language in your answer.
- Don't repeat questions—unless the audience really can't hear them.
- In an adversarial encounter, move your eyes to another questioner as you finish your answer. This prevents follow-ups.
- If possible, keep answers short. Thirty seconds to a minute is appropriate.
- Leave on a high note. Always summarize key points in a positive manner.

Missing or Unclear Information in Planning Grant Proposals

At Sherryl's suggestion, I am including this list of the most commonly omitted or unclear information in the proposals from the planning grant awardees. I've indicated the number of proposals (frequency) out of the 15 which lacked each information item listed below.

Frequency	Missing or unclear information
11	Demographic breakdown of underrepresented students to be impacted by the project. (Numbers were there for the school and/or district, but it often wasn't clear just which students would be impacted by the project. This is not a new problem.)
8	Number of students to be impacted by the project. (What wasn't clear was how many students they expected to impact each year of the project. Some gave the total for the three years, others estimated the first year, but included no information on potential numbers for subsequent years.)
6	Process used to develop project Vision Statement. (The proposals did not make clear who helped developed it, and when and how it was developed. I think this will be an interesting question to pursue once we've awarded the 1990-93 grants. Did this process make a difference?)
5	Need to add a member to the project planning team (The planning grant RFP required that the planning team include teachers, counselors, and administrators at each participating institution. Some planning teams had no individual named in one or more of these categories. Yet we know from past experience that the long term success and future institutionalization of project outcomes depends on their early involvement.)

Each of these information items was specifically required in the planning grant RFP (pp. 4 and 5).

Hopefully, our new RFP format will help correct these problems, and assure that we get comparable data across proposals! We may want to make the point that ignoring information called for in the implementation grant proposal could be costly, since competition is much keener now than it was in the planning grant proposal.

CAPP PLANNING PROJECTS
1989-90

NUMBER & TITLE	LOCATION
#403 Academic Partnership for Motivation and and Success in College Preparation	Vallejo

FOCUS: Strengthen junior high science curriculum; modify high school college preparatory biology, chemistry, and physics and tie them to the revised junior high curriculum (English, math, science).

PARTNERS: Vallejo City USD; Success Consortium; Solano Community College; University of California, Berkeley; Sonoma State University

CONTACT: Dr. Philip Dauber
Science Teacher
Solano Junior High School
1025 Corcoran Avenue
Vallejo, CA 94590
(707) 643-8641

#406 Monterey Academic Partnership	Monterey Area

FOCUS: Strengthen grades 6-12 curriculum in subject areas selected by each partner district (1-Language Arts, especially ESL, 1-Math and Science, 1-Social Science)

PARTNERS: Carmel USD; Monterey Peninsula USD; Pacific Grove USD; Monterey Peninsula College

CONTACT: Dr. Jack D. Bessire
Assistant Superintendent/Vice President
Monterey Peninsula College
980 Fremont Boulevard
Monterey, CA 93940
(408) 646-4033

#410 A Partnership for Excellence	Richmond

FOCUS: Strengthen grades 7-12 math and science curriculum, restructuring the scope, sequence, and content of the target subject areas.

PARTNERS: The Richmond USD and California State University, Hayward

CONTACT: Mr. Joseph C. Malloy
Coordinator
Richmond Unified School District
1108 Bissell Avenue
Richmond, CA 948094
(415) 234-3825 ext. 2228

#412 Developing Mathematics Pathways to Higher Education Chula Vista

FOCUS: Use a comprehensive approach to mathematics success, beginning at the junior high level, and focusing particularly on algebra.

PARTNERS: Sweetwater UHSD; Southwestern College; and San Diego State University

CONTACT: Ms. Valentina Goldberg
Mathematics Department
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 92010
(619) 421-6700 ext. 523

#414 Project PARITY (Promoting Academic Retention for Indian Tribal Youth) Hupa Indian Reservation

FOCUS: Enhance English, Math, & Science curriculum in grades 6–12 at reservation schools.

PARTNERS: Klamath Trinity Joint USD; Humboldt County Office of Education; Hupa Tribal Education Committee; College of the Redwoods; Humboldt State University

CONTACT: Dr. Sheila Anne Webb
Assistant Dean
Humboldt State University
Arcata, CA 95521
(707) 826-3751

#420 Pyramid Power Fresno

FOCUS: Help students at middle and senior high levels to obtain skills needed to avoid attrition from math and science classes.

PARTNERS: Fresno USD; Fresno City College; California State University, Fresno

CONTACT: Mr. Jerry Kinkhart
Science Department Chairperson
Hoover High School
5550 North First Street
Fresno, CA 93710
(209) 441-3888

#422 The La Presa Partnership La Mesa

FOCUS: Address English/Language Arts and History/Social Science in project middle and high schools with attention to the core curriculum concept.

PARTNERS: Grossmont UHSD and Cuyamaca Community College

(#422)

CONTACT: Mr. Daniel J. Kitchen
Director, Special Programs
Grossmont Union High School District
P.O. Box 1043
La Mesa, CA 92044–0316
(619) 465–3131 ext. 218

#425 Access through Partnership — Oxnard

FOCUS: Prepare junior high students to take the required high school college preparatory coursework in math, science and social science.

PARTNERS: Ocean View Elementary School District; Oxnard Elementary School District; Oxnard UHSD; Rio Elementary School District; Oxnard Community College, California State University, Northridge; University of California, Santa Barbara

CONTACT: Mr. Ronald Jackson
Dean of Counseling
Oxnard Community College
4000 South Rose Avenue
Oxnard, CA 93033
(805) 985–5852

#431 Developing Skills for College through Visual Interactive Learning in Geography–based History — Pomona Area

FOCUS: Assist middle and high school students in becoming more successful in social studies classes by improving geography instruction.

PARTNERS: Chaffey Joint UHSD; Ontario–Montclair School District; Upland USD; California State Polytechnic University, Pomona

CONTACT: Dr. Joseph Beaton
California State Polytechnic University
College of Arts
3801 West Temple Avenue
Pomona, CA 91768
(714) 869–3578

#441 The Literacies Project — Huntington Park

FOCUS: Help students achieve "literacy" (ways of thinking, interpreting and using language for a variety of complex activities and settings) in English, math, science in grades 6–12.

PARTNERS: Los Angeles USD and The University of Southern California

6-3

(#441)

CONTACT: Ms. Ellen Zimet
Asst. Principal
Huntington Park High School
6020 Miles Avenue
Huntington Park, CA 90255
(213) 583-3333

#444 Fostering Critical Thinking Skills through Reading and Writing about Literature — Irvine Area

FOCUS: Ensure that all students in project middle and high schools have an equal opportunity to attain the "adult" literacy called for in the Model Curriculum Standards.

PARTNERS: Garden Grove USD; Irvine USD; Saddleback Valley USD; Santa Ana USD, Orange Coast College, and University of California, Irvine

CONTACT: Dr. Carol Booth Olson
Director, UCI Writing Project
University of California
Campus Drive
Irvine, CA 92717
(714) 856-7842

#448 Addressing the Needs of Underrepresented Students Through School/College Partnerships — Lompoc/Santa Maria

FOCUS: Help students from all ethnic and economic groups to complete math and science foundation courses in grades 7-12.

PARTNERS: Lompoc UHSD; Santa Maria Joint UHSD; Allan Hancock College; California Polytechnic State University, San Luis Obispo

CONTACT: Dr. Marylin Orton
Associate Dean
Student Support Services
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922-6966 ext. 276

#454 Articulated Mathematics Enrichment Program — Coalinga Area

FOCUS: Help every student (especially ESL) to master the fundamental concepts of each strand of math.

PARTNERS: Riverdale HSD and West Hills Community College

CONTACT: Ms. Pamela Hawkins
Director, College Development
West Hills Community College
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801

G-4

#462 Scholars-in-Training Partnership Program — Riverside

FOCUS: Upgrade the BIA's Sherman Indian High School college preparatory courses and address special needs at individual schools in a partner school district.

PARTNERS: ABC USD, Sherman Indian HSD, Cerritos College and University of California, Irvine

CONTACT: Ms. Kogee Thomas
UC Irvine
Adm. Bldg., Rm. 204
Irvine, CA 92717
(714) 856–7817

#465 Integrating Language Minority and Foreign Language Education — San Jose

FOCUS: Enhance instruction in Spanish classes and the success of native speakers in them.

PARTNERS: Campbell UHSD and San Jose State University

CONTACT: Ms. Anne Jensen
Supervisor, Foreign Language
Campbell Union High School District
3235 Union Avenue
San Jose, CA 95124
(408) 371–0960

The California Academic Partnership Program

The California State University • Office of the Chancellor • 400 Golden Shore, Long Beach, California 90802-4275 • (213) 590-5379

DATE: August 30, 1989

TO: Planning Grant Project Contact Persons

CC: Dennis Galligani, Allan Hinderstein, Thomas Karwin, Ralph Mills, Linda Barton White

FROM: Deborah Osen Hancock, Director

RE: CAPP Teleconference: Building Your Partnership
When: Thursday, September 28, 1989 2:00 – 4:00 p.m.
Where: a site of your choice

On September 28, 1989, from 2–4 p.m, the California Academic Partnership Program will present a video teleconference designed to assist CAPP planning grant projects in developing their proposals for 1990–93 CAPP curriculum projects. We need your help to make it a success.

Specifically, we need your help in

- collecting three to seven slides of your project partner institutions/students/teachers, your planning team, etc., to send to the teleconference studio by Wednesday, September 20 for use during the teleconference and other times during the year.

  Please send standard color slides (horizontal only) and identify with the number of your project in the upper left corner of the slide. Send to Allan Hinderstein, Assistant Director, University Media Services, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819–2694.

- determining which of your planning team may be attending the teleconference, and sending a list of their names, titles, and institutions to Mr. Hinderstein by Wednesday, September 20. This way we'll be able to identify callers by having their names on the screen while they're talking.

  If some planning team members can't make it at the last minute, don't worry. We'll just use the names of those who actually call in.

- arranging appropriate facilities for the September 28 teleconference (the same one you used for the February teleconference or another one of your choice). The facilities must be capable of receiving satellite signals. Be sure you'll have easy access to a telephone during the teleconference.

For your information we will be using satellite Weststar 5, Transponder 2X (Channel 4). Additional information: "downlink" frequency is 3780; audio subcarrier is 6.2 and 6.8.

Teleconference coordinator Thomas J. Karwin will contact you shortly for viewing site information, and to answer any technical questions you may have. His phone number is (408) 426-5981 (best time: in the a.m.).

- informing your project participants of the viewing site, distributing the enclosed teleconference packets to participants, and reminding them to bring the Call for Proposals and Mission Statement (sent to you in July) to the teleconference.

  To get the most out of the teleconference, your project partners will need to review the Call for Proposals ahead of time. You can hand out the teleconference packets on September 28 or earlier, as you see fit.

- having the participants "sign in" on September 28 to help us gather information we need to evaluate the impact of the teleconference. We'll need name, title, institution, role in CAPP project (director, member of planning team , etc.) for each.
- providing whatever hospitality (coffee, etc.) you ordinarily have.
- collecting the evaluation forms at the conclusion of the teleconference and returning them for analysis to Mr. Karwin in the enclosed stamped, self-addressed envelope.

Based on what we learned in evaluating the February teleconference, we're using a different format this time. The February teleconference featured presentations by panelists 80% of the time and interaction with the participants for 20%. The September teleconference will be the exact reverse: 80% question and answer interaction; 20% presentations. Bring questions! Otherwise, you may get treated to Allan's films of his summer vacation!!

A word about your project's participants in the teleconference: we have sent about the same number of packets as we sent you Calls for Proposals. Please make additional copies, if needed. The reason we are having a teleconference rather than a face-to-face meeting is so that ideally your entire planning team can participate. We know from past experience that this enhances communication and planning within your project, as well as with CAPP, and gives planners a common base of information on which to build your project's proposal.

Many thanks for your help in making the teleconference a success. Best wishes to you and your partners as you start your planning year.

Enclosures

0550C

Appendix I
Contact Persons for CAPP Planning Grants, 1988–89

Dr. Sheila Anne Webb
Assistant Dean
Humboldt State University
Arcata, CA 95521
(707) 826–3751

Joseph C. Malloy
Coordinator
Richmond Unified SD
1108 Bissel Avenue
Richmond, CA 948094
(415) 234–3825, x2228

Ms. Pamela Hawkins
Director, College Development
West Hills Community College
300 Cherry Lane
Coalinga, CA 93210
(209) 935–0801

Dr. Marilin Orton
Associate Dean
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922-6966

Dr. Carol Booth Olson
Director, UCI Writing Project
University of California, Irvine
Campus Drive
Irvine, CA 92717
(714) 856–7842

Dr. Philip Dauber
Science Teacher
Solano Junior High School
1025 Corcoran Avenue
Vallejo, CA 94590
(707) 643–8641

Dr. Jack D. Bessire
Asst. Supt./Vice-President
Monterey Peninsula College
980 Fremont Boulevard
Monterey, CA 93940
(408) 646–4033

Ms. Linda Elsner
Business Manager
Sherman Indian HSD
9010 Magnolia Avenue
Riverside, CA 92503
(714) 351–6334

Ms. Valentina Goldberg
Mathematics Department
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 92010
(619) 421–6700, x523

Asst. Principal Ellen Zimet
Huntington Park High School
6020 Miles Avenue
Huntington Park, CA 90255
(213) 583–3333

Ms. Anne Jensen
Supervisor, Foreign Language
Campbell Union HSD
3235 Union Avenue
San Jose, CA 95124
(408) 371–0960

Mr. John Shropshire
Principal
Hoover High Schol
5550 North First Street
Fresno, CA 93710
(209) 441–3888

Mr. Daniel J. Kitchen
Director, Special Programs
Grossmont Union HSD
Post Office Box 1043
La Mesa, CA 92044-0316
(619) 465–3131, x218

Dr. Raymond A. Fleck
Director of Research
California State Polytechnic U.
3801 West Temple Avenue
Pomona, CA 91768
(714) 869–2966

Mr. Ronald Jackson
Dean of Counseling
Oxnard Community College
400 South Rose Avenue
Oxnard, CA 93033
(805) 488–0911

Appendix K: Panelists for *Building Your Partnership*
Teleconference for CAPP Planning Grant Recipients

California Academic Partnership Program

Patricia Clark, Director, Oakland Health Academy, Oakland Unified

Ms. Clark is the Director of the Oakland Health Academy's current CAPP Project, and Northern California Project Liaison to CAPP's Advisory Committee. Ms. Clark was the original planners of the Oakland Health Academy, and has worked as a teacher, project coordinator, resource, educational consultant, program planner, and project director for the Oakland U.S.D. and other school districts. She has been an educator for over twenty years. She received her B.S. in English and History, and her Secondary Life Credential, from the University of California, Berkeley.

Deborah Hancock, Statewide Director, California Academic Partnership Program

Dr. Hancock devoted ten years to teaching at the elementary, junior high, and high school levels in California public schools. At CSU Fullerton, she was a member of the faculty for ten years, and chair of the Reading Department. At CSU Bakersfield, she was a member of the faculty for eight years, and Dean of the School of Education. She served as president of the California Reading Association, authored a junior high English series and many articles on reading and gifted education, and played a leadership role in CSU Bakersfield's Writing Project (a site of the California Writing Project). She received her B.A. in English from CSU, Long Beach, and her M.A. and doctorate in Education from the University of Southern California.

Thomas Karwin, Coordinator of University-School Relations,
University of California, Santa Cruz, and private consultant.

Mr. Karwin is the coordinator and moderator of CAPP's "Building Your Partnership" teleconference (and was the coordinator of CAPP's "Planning Your Partnership" teleconference, earlier this year). He is also the Internal Evaluator of the CAPP Showcase Project being conducted by Watsonville High School and UC, Santa Cruz. He has been in public post-secondary education for twenty-nine years, as a staff member at UC, Los Angeles and UC, Santa Cruz. He has coordinated and managed educational development projects and programs; produced numerous educational films, video recordings, and interactive videodiscs; and served on University and State of California committees on telecommunication policy. He received his B.A. and M.A. in Theater Arts (Cinema and Television)—and his A.B.D. in Education—from the University of California, Los Angeles.

Sherryl Lucarelli, Director of Academic Relations,
School of Letters, Arts and Sciences, University of Southern California

Ms. Lucarelli is a member of the CAPP Advisory Committee, representing the Association of Independent Colleges and Universities, and chair of CAPP's Outreach Committee. She has been Arts Administrator for the Los Angeles Philharmonic Orchestra and Director of Public Events for the University of Southern California's School of Performing Arts. She received her B.A. in Music History from the University of California, Los Angeles, and is currently pursuing doctoral a degree in Educational Policy, Planning, and Administration at the University of Southern California.

Michael Rubin, Project Manager, Evaluation and Training Institute

Mr. Rubin and his colleague Mary Kay Stout serve as the External Evaluators of CAPP-funded partnership projects, focusing on the student, teacher, curricular, and institutional outcomes of academic partnership projects. Mr. Rubin has coordinated over fifty research and evaluation studies in such areas as program evaluation, strategic planning and management organization, market research, and transportation demand management, working for both public and private sector organizations. He received his B.A. in Psychology from the University of California, Los Angeles, and his M.A. in Psychology from the University of Toronto.

Participant's Evaluation Form

Building Your Partnership

Teleconference for CAPP Planning Grant Recipients

California Academic Partnership Program

We need your help in estimating the success of today's teleconference, and in deciding how we should design future teleconferences.

Please respond frankly to each item by marking one of the five boxes.

Add notes in the margins wherever you like.

Return your completed form to your project director,or mail it (soon, please!) to CAPP Teleconference Coordinator Tom Karwin, P. O. Box 7600, Santa Cruz, CA 95061.

Thanks very much for your help!

Reception/Viewing Facilities

Convenient	☐	☐	☐	☐	☐	Inconvenient
Comfortable	☐	☐	☐	☐	☐	Uncomfortable
Good Reception	☐	☐	☐	☐	☐	Bad Reception
Good Viewing	☐	☐	☐	☐	☐	Bad Viewing
Good Listening	☐	☐	☐	☐	☐	Bad Listening

Call-in Sessions

Easy to Call-in	☐	☐	☐	☐	☐	Not Easy to Call-in
Enough Time	☐	☐	☐	☐	☐	Not Enough Time
Answers Clear	☐	☐	☐	☐	☐	Answers Not Clear

	Yes	No
Did you ask a question or participate in the teleconference discussions?	☐	☐
Did others at your site ask a question or participate in the discussions?	☐	☐

Information Packet

Useful	☐	☐	☐	☐	☐	Not Useful

General Impressions

Interesting	☐	☐	☐	☐	☐	Uninteresting
Clear	☐	☐	☐	☐	☐	Unclear
Too fast	☐	☐	☐	☐	☐	Too slow
Useful in our project planning	☐	☐	☐	☐	☐	Not useful in our project planning

PLEASE COMPLETE BOTH SIDES OF THIS FORM

Have you participated in an interactive teleconference before today's teleconference?

☐ Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)

☐ Yes, an interactive teleconference other than "Planning Your Partnership"

☐ No

Have you attended a grant proposal workshop before today's teleconference?

☐ Yes, an in-person grant proposal workshop

☐ Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)

☐ No

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.

Convenient	☐	☐	☐	☐	☐	Inconvenient
Good Use of Time	☐	☐	☐	☐	☐	Poor Use of Time
Good Information	☐	☐	☐	☐	☐	Poor Information
Interactive	☐	☐	☐	☐	☐	Non-interactive

Would you have attended this workshop if it had been held in-person in San Francisco or Los Angeles (rather than as a teleconference)?

Very Likely	☐	☐	☐	☐	☐	Very Unlikely

Best parts of the "Building Your Partnership" teleconference:

____

____

Parts of "Building Your Partnership" teleconference that could have been better:

____

____

Would you attend another CAPP Teleconference?

Yes ☐ No ☐

Yes, with these changes: ______________________________

Please identify your institution:

Middle or Junior High School	☐	Community College	☐
Senior High School	☐	California State University	☐
School District	☐	University of California	☐
County Office of Education	☐	Private College or University	☐
Other: ________________	☐	Other ________________	☐

PLEASE COMPLETE BOTH SIDES OF THIS FORM

Call for Implementation Grant Proposals

The California Academic Partnership Program (CAPP)
Curriculum Projects - 1990-93

The California Academic Partnership Program (CAPP) invites IMPLEMENTATION GRANT proposals from the fifteen academic partnerships awarded CAPP Planning Grants in 1989-90. A list of those partnerships is included as Appendix A of this document.

Implementation grants address middle and secondary school curriculum and related access issues. Subject to satisfactory evaluations and continuing legislative support, these grants are awarded for a three-year period (1990-93). The maximum funding available to each project is $90,000 for the first year of the project, with funding decreasing 10% each subsequent year to encourage institutionalization.

This Call for Proposals outlines the purpose and application procedures for the implementation grants. DEADLINE for receipt of proposals is APRIL 4, 1990.

* * *

What's Inside **Page**

What are CAPP Implementation Grants? 2
Who is eligible to apply for Implementation Grants? 2
What should the Implementation Grant Proposal contain? 3
When are Implementation Grant Proposals due? 4
How will Implementation Grant Proposals be reviewed? 4
When will awards be announced? 5
What are Implementation Grant reporting requirements? 5
Questions? 6

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* * *

WHAT SHOULD THE IMPLEMENTATION GRANT PROPOSAL CONTAIN?

The proposal has seven parts: a cover page, an abstract, a table of contents, the body of the proposal, a timeline, a budget, and appendices. Please number all pages consecutively throughout the document.

The **cover page** consists of the completed form enclosed as Attachment 1 of this document.

- A copy of the cover page must be attached to each copy of the proposal.
- Original signatures of the chief executive officers of the partner districts and institutions (or their designees) must be included in the original copy of the proposal. If original signatures are missing, the proposal will be disqualified.
- Any one of the partner institutions may be designated fiscal agent for the project.

The **abstract** should be presented in the format shown as Attachment 2 of this Call for Proposals.

- Maximum length of abstract: 1 page.
- All information requested for the abstract is included in the body of the proposal.
- Information in the abstract may be used in CAPP publications, so care should be taken to assure its accuracy.

A checklist serves as the **table of contents** of the proposal. It should be presented in the format provided as Attachment 3 of this document. It serves two purposes: as a checklist for you to be sure all items are included in proposal, and as a table of contents to assist those reviewing the proposal to locate information quickly.

The **body of the report** contains the context in which the project will operate, data which supports the need for the project, resources available to the project, plans for addressing the identified needs, and a report of the outcome of planning grant activities. The content and format of this section of the proposals appear as Attachment 4 in this document.

- Maximum length of body of proposal: 15 (fifteen) pages, not including the cover page, abstract, table of contents, timeline, budget, and appendices.
- To present your proposal most effectively be sure to respond to each of the items in the order and format indicated in Attachment 4
- Topics to be addressed in the implementation grants are included as Appendix B of this Call for Proposals. A further explanation of CAPP's position on parental involvement is found in Appendix C.

The **timeline** is presented in the format included as Attachment 5 of this document.

- It identifies when critical project implementation and evaluation tasks will be completed during 1990-91 and who is responsible for seeing that they are completed on time.

Criteria for selection of the proposals will be based on:

- Potential for producing a measurable impact on project students' **preparation** for postsecondary education, especially on those students **underrepresented** in postsecondary education;
- Soundness and feasibility of the proposed strategies, activities, and outcomes in addressing the cluster **schools' curriculum and access needs**. The proposed strategies and activities must consist of a combination of curriculum, staff, student, parent, and partnership development activities and strategies, based on information contained in Appendices B and C;
- Capacity of the partner institutions to **implement** the proposed activities and strategies, as evidenced by resources available to the project and how well the partners achieved the expected outcomes stated in their planning grant proposal;
- Potential for making a significant contribution to achieving **CAPP's purposes** as outlined in the CAPP Mission Statement document (included with this document), and through the project's potential for disseminating and institutionalizing project outcomes and establishing the project's leadership role in addressing curriculum and access issues at local and state levels;
- Appropriateness of the **budget request** to proposed activities and anticipated outcomes, with evidence of support for the project through partner matching funds and other external sources of support or plans for obtaining them, as appropriate.

The Advisory Committee will also consider the extent to which projects will provide equitable access to services by institutions in rural, suburban, and urban areas throughout the state.

WHEN WILL AWARDS BE ANNOUNCED?

Partnership applicants will be notified by mail no later than June 1, 1990, of the Advisory Committee's award recommendations. Formal notification from CSU Chancellor W. Ann Reynolds will await the signing of the state budget (approximately July 1, 1990). Funding will be effective July 1, 1990, but formal notification may not be received until early August, with funding received by the project fiscal agent in late August or early September. All award decisions will be final.

Following formal notification, districts in partnerships receiving planning grants will be required to submit a **school board resolution** approving the district's entrance into the grant agreement. The resolution will be due in the CAPP office no later than November 1,1990.

WHAT ARE IMPLEMENTATION PROJECT REPORTING REQUIREMENTS?

Partnerships awarded implementation grants are required to submit two progress reports and an annual report each year. Format for these reports will be determined by the CAPP external evaluator, based on Advisory Committee and legislative requirements. These reports include data such as those listed in Appendix E.

QUESTIONS?

Questions regarding the Call for Proposals or the CAPP program should be directed to Dr. Deborah Osen Hancock, Director, California Academic Partnership Program at ATSS 635-5379 or (213) 590-5379.

A **teleconference** is planned for Thursday, September 28, 1989, from 2-4 p.m. Its purpose is to respond to questions from partnerships awarded planning grant. Additional information on the teleconference will be forthcoming shortly.

An updated list of current CAPP projects and telephone numbers of contact people is included as Appendix F. In CAPP's spirit of fostering communication among partnerships, current CAPP project personnel are available to respond to questions you may have.

CAPP will also invite your partnership to send representatives to a CAPP **Dissemination Conference** on Thursday, November 9, 1989, when current project personnel will report on outcomes of their projects and be available for discussion of questions you may have. Additional information on the conference will be sent early in the fall.

0032C

Attachment 1
Proposal #____ 7

PROPOSED PLANNING GRANT PROJECT FOR THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
Cover Sheet

TITLE: ______________________________

____

PARTNERS: ______________________________

____

Total Funds
Requested from CAPP: $4,000

Institutional Contributions:$______________________________
(Matching Funds) Secondary Postsecondary

$______________________________
Other

ENDORSEMENTS

We have reviewed this proposal and certify that fiscal commitments are appropriate and that the project is consistent with long-range institutional plans.

District Superintendent

____
Signature

Name______________________________

Title______________________________

District______________________________

Project (Co-)Director______________________________
Signature

Name______________________________

____
Title/Department

Postsecondary President or Chancellor

____
Signature

Name______________________________

Title______________________________

Institution______________________________

Project (Co-)Director______________________________
Signature

Name______________________________

____
Title/Department

____

Fiscal Agent______________________________
Signature Date

Name______________________________

Title______________________________

____
Institution/District

Address______________________________

City, State, Zip______________________________

____

Contact Person ______________________________
Name

____
Title

Institution______________________________

Phone No.______________________________

m-4

Attachment 2

ABSTRACT FORMAT

Project Title:

Partner Institutions:

Project Director/Co-directors:
Include name, title, institution.

Project Internal Evaluator:
Include name, title, institution.

Project Location(s):
___rural ___suburban ___urban
Name city(ies) and/or town(s) where cluster schools are located and check type(s) of community(ies) to be served in the project.

Target Subject(s): ___English ___Foreign Language ___Math ___Science
___Social Science ___Other:

Target Grade Level(s): ___6 ___7 ___8 ___9 ___10 ___11 ___12

No. of middle school-high school clusters included in the project:___
No. of project high schools___ No. of project middle schools:___
Total number of students enrolled in project cluster schools____

Estimated total no. and ethnicity of students directly impacted by the project in 1990-91:
____American Indian ____Asian/ Filipino ____Black ____Hispanic
____ Pacific Islander____White ____Other ____Total

Estimated total no. of faculty/staff directly involved in conducting project planning and services in 1990-91:
____Middle school ____High school ____Community college
____4-year college or university ____Total

Most critical needs to be addressed in the project:

Anticipated major project outcomes to be achieved at the conclusion of the project in 1993:

Total funds requested from CAPP for 1990-91:________
1990-91 matching funds:________Other funding contributions for 1990-91:______

Attachment 3

PROPOSAL TABLE OF CONTENTS

Page No.

Abstract ______

Body of Proposal

- Section 1. Context ______
- Section 2. Need ______
- Section 3. Resources ______
- Section 4. Plans ______
- Section 5. Planning Grant Actities and Outcomes ______

Timeline ______

Budget ______

Appendices ______

- A. Vitae/resumes of Director (or Co-Directors) ______
- B. Vitae/resume of Internal Evaluator ______
- C. Minutes of Planning Committee Meetings ______
- D. Letters of Support for the Project ______
- E. (others as appropriate) ______

Attachment 4

BODY OF THE PROPOSAL - CONTENT AND FORMAT

SECTION 1. CONTEXT

Project Title:
Not more than 10 words in length; include the words "Academic Partnership" in the title.

Partner Institutions :
List the complete names of the districts and postsecondary institutions who are partners in the project. Include the acronym you will use to refer to the project in the remainder of the proposal, such as CUHSD for Central Union High School District.

Project Personnel:
List name, title, address, and phone for each of the following. State rationale for selecting each.

Project Director/Co-Directors (name, title, institution, address, phone number)
(Directors or co-directors are responsible for the day-to-day operation of the project and are the main contact the CAPP office will have with the project.)

Project Administrator, if applicable (name, title, institution, address, phone number)
(In cases where the director is a faculty or staff member, the partners may wish to name a project administrator, a person who serves as an administrator in the director's institution. This individual assists the project director with the administrative details of the project, such as working with the business office, negotiating agreements among the partners, implementing the budget)

Project Internal Evaluator (name, title, institution, address, phone number)
(This should be an experienced evaluator, capable of collecting and reporting data listed in Appendix F - CAPP Evaluation Requirements. Current CAPP projects have used doctoral candidates and postsecondary institution or district office evaluators in this capacity.)

NOTE: Include a brief vitae/resume for the Director/Co-Directors and Internal Evaluator as appendices to your proposal.

Project Location(s) :
Name the city(ies) or town(s) where project middle and high schools are located.

Location is/are ___ rural ___suburban ___urban area(s).
Check as appropriate to your project. If you check more than one, please explain.

Unemployment rate of project locations:
(This information is available from city or county planning commissions.)

No. of students receiving AFDC citywide:

(This information is available from city or county planning commissions.)

Project Districts :

Grade levels served by each project district:

List for each partner district.

Total enrollments for each project district:

List for each district separately and provide a total.

No. of schools in each project district:

______elementary ______middle schools ______high schools

List by district. Include junior highs under "middle schools" and continuation high schools under "high schools."

SECTION 2. NEED

School Data

(The data in this section will provide

- a broad scope of information to be considered by the partners in determining their student needs;
- a sample of the kind of data which is required of CAPP projects to demonstrate the program's impact to the legislature. See Appendix F for more information on data requirements of projects awarded implementation grants;
- assistance to the project in estimating costs associated with evaluation which should be included in the budget.)

No. of middle school-high school clusters to be involved in the project:_____

No. of project high schools_____ No. of project middle schools______

Figure 1. 1989-90 School Enrollments by Ethnicity

	Amer.	Asian/			Pacific			
School	Indian	Filipino	Black	Hispanic	Islander	White	Other	Total
Total/ Percent								

Source: 1989-90 CBEDS (California Basic Educational Data Systems) report data

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Figure 2. 1989-90 School ADA (Average Daily Attendance) by Grade Level

School	6	7	8	9	10	11	12	Total ADA
Total/ Percent								

Source: 1989-90 school records as of October 15, 1989.

Figure 3. Estimate of Socioeconomic Level of School Populations, 1988-89

School	% of total school population who are AFDC recipients

Average Percent [of all schools]:

Source: 1988-89 school records as of the end of Spring semester, 1989.

Figure 4. Overall and Target Subject Student GPAs, 1989-90

School	Overall	English	Foreign Language	Math	Science	Social Science	Other

Average GPA [of all schools]

Source: 1988-89 school records as of the end of Spring semester, 1989.
(The target subject is that subject selected by the partners as the focus for the project. Projects may address one or more target subjects)

Figure 5. Average Standardized Test Percentiles in Target Subjects, 1988-89

School	Target Subject	Test	Percentile

Average Percentile:

Source: 1988-89 school records as of the end of Spring semester, 1988-89.

Figure 6. No. and Ethnicity of High School Graduates, 1988-89

School	Amer. Indian	Asian/ Filipino	Black	Hispanic	Pacific Islander	White	Other	Total
Total/ Percent								

Source: the schools' 1989-90 CBEDS report

Figure 7. No. and Ethnicity of High School Graduates Completing A-F Requirements, 1988-89

School	Amer. Indian	Asian/ Filipino	Black	Hispanic	Pacific Islander	White	Other	Total
Total/ Percent								

Source: the schools' 1989-90 CBEDS Report

Figure 8. No. and Ethnicity of High School Dropouts, 1988-89

School	Amer. Indian	Asian/ Filipino	Black	Hispanic	Pacific Islander	White	Other	Total
Total/ Percent								

Source: 1989-90 CBEDS Report

Figure 9. College Enrollment Data for High School Graduates in the Project's County(ies), 1988-89

County/ies	College Enrollment Rate

Source: California College Going Rates: 1988 Update. Available free from the California Postsecondary Education Commission in August. To order call (916) 322-8031.

Figure 10. High School Graduate Performance in Postsecondary Education, 1988-89

School	Performance in Postsecondary Education

Source: reports to the school(s) from the California State University and University of California. Reports from local community colleges should also be included, if available. Identify source of data you report.

Additional Baseline Data

(These are additional data which the partners believe further verify the need for the project, such as high school reports which indicate how well middle school graduates are doing when they enter the target subject area.)

List of Specific Needs to be Addressed in the Project

Based on the above data, this is a list of what the planning committee determined to be the most critical needs of project students, and which will be addressed in the project. Include the rationale for selecting these needs.

SECTION 3. RESOURCES

List of Major Resources Available to the Project in Addressing the Project's Specific Needs.

Include major resources both within the partner institutions and elsewhere as appropriate, such as people, materials, equipment, facilities, other funding sources (public and/or private) and a brief statement describing how these will be used in the project.

SECTION 4. PLANS

Target Subject(s) : ___English ___Language ___Math ___Science ___Science

___Other

(Check the subjects which will be the focus of your project's curriculum efforts.)

Target Grade Level(s) : ___6 ___7 ___8 ___9 ___10 ___11 ___12

(Check those which will be the focus of your project efforts.)

Vision Statement

(A brief statement from the partnership summarizing what the partners hope to accomplish in 1990-93. It may be the same statement used in the planning grant proosal, or a refinement of it. Be sure it identifies category(ies) of underrepresented students your project will serve. Categories are listed on page 2 of this document.)

Major Project Anticipated Outcomes - 1993

List 6 or less.

For each outcome state

- the rationale for selecting it,
- the plans that the internal evaluator has for evaluating if the outcome has been achieved, and
- the relationship of the outcome to district and college priorities.

Be sure to include outcomes addressing curriculum development/enhancement, staff development, student services, parental involvement, partnership development, dissemination and institutionalization of the project outcomes.

The internal evaluation design must be of sufficient scope to identify anticipated major outcomes of the project at its conclusion in 1993.

(These are the outcomes which the partners hope to achieve by the end of the project. See Appendices C and F for further information.)

1990-91 Project Objectives

List 8 or less.

For each objective state

- a brief rationale for selecting it,
- the plans that the internal evaluator has for evaluating if the objective has been met, and
- examples of major activities and strategies to be employed in achieving the objective.
- relationship of project plans to the current School Site Plans (developed by cluster schools School Site Councils).

Be sure to address curriculum development/enhancement, staff development, student services, parental involvement, partnership development, dissemination and institutionalization of the project outcomes.

The internal evaluation design must relate evaluation of the 1990-91 objectives to the anticipated major outcomes of the project. The proposal timeline (Attachment E) should indicate when critical evaluation tasks will be completed.

(These are the objectives which the partners hope to achieve by the end of the first year of the project. They should be specifically directed at moving the project toward achieving the outcomes stated above.)

Contribution of Proposed Project to CAPP's Purposes

Include a brief statement which demonstrates the project's potential for making a significant contribution to achieving CAPP's purposes, as outlined in CAPP's Mission Statement document.

Criteria for Selecting Project Participants

Explain how the partners will determine which students, faculty/staff and tutors/peer counselors will participate in the project. Include an explanation of why these criteria were selected.

("Staff" refers to counseling and administrative personnel.)

Participant Projections

Figure 11. Estimated No. and Ethnicity of Student Project Participants, 1990-91

(Include only those students to be directly impacted by the project, those who will receive direct services from the project)

School	Amer. Indian	Asian/ Filipino	Black	Hispanic	Pacific Islander	White	Other	Total
Total/ Percent:								

If significant changes in these numbers are anticipated in the second or third year of the project, please include projected numbers and explain.

Figure 12. Estimated No. and Grade Level(s) of Student Project Participants, 1990-91

(Include only those students who will be directly impacted by the project.)

School	6	7	8	9	10	11	12	Total ADA
Total/ Percent								

If significant changes in these numbers are anticipated in the second or third year of the project, please include projected numbers and explain.

Figure 13. Estimated No. and Ethnicity of Faculty/Staff Project Participants, 1990-91.

[Include only those who will be directly involved in planning and providing project services]

School	Amer. Indian	Asian/ Filipino	Black	Hispanic	Pacific Islander	White	Other	Total
Total/ Percent								

If significant changes in these numbers are anticipated in the second or third year of the project, please .

Figure 14. Estimated No. and Partner Institution of Faculty Project Participants, 1990-91.
(Include only those directly involved in planning and providing project services)

School Middle School High School Community College 4-yr. College or Univ.

Total/
Percent

Figure 15. Estimated No. of Tutors and Peer Counselors in the Project, 1990-91
(Include only those directly involved in planning and providing project services. List according to school being attended.)

School Middle School High School Community College 4-yr. College or Univ.

Anticipated total no. of project tutors/peer counselors:

List of Proposed Members of the Project Steering Committee, 1990-93
Include name, title, institution (or group being represented, such as parents) of each. Indicate whether they have agreed to serve if the project is funded.

SECTION 5. REPORT OF PLANNING GRANT ACTIVITIES

Planning Grant Activities

Include a brief summary of the highlights of the activities conducted during the 1989-90 year.

Place a copy of the minutes of all formal planning committee meetings held after July 1, 1989, as an appendix to your proposal. If the minutes do not include a list of all members with their titles and institutions, include a planning committee membership list here.

Planning Grant Outcomes

List each of the planning grant outcomes as stated in your planning grant proposal. Include evidence that each was achieved. If an outcome was not achieved, explain why.

State any unanticipated outcomes. This category provides an opportunity to discuss serendipitous or unplanned outcomes not included among those in the planning grant proposal.

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Attachment 5

The California Academic Partnership Program

PLANNING GRANT TIMELINE

Target Date	Specific Task (major)	Responsible Person(s)
(Month and/or Day as appropriate)		(Please use title only)

0032C

Attachment 6

The California Academic Partnership Program
PROPOSED BUDGET: 1990-91

	CAPP Funds	District Funds	Postsecondary Funds	Other Funds	Total Funds
PERSONNEL COSTS					
1.0 **Personnel**					
1.1 Director (% of assigned time _____)	$________	$________	$________	$________	$________
1.2 Faculty (% of assigned time _____)	$________	$________	$________	$________	$________
1.3 Clerical (% of assigned time _____)	$________	$________	$________	$________	$________
1.4 Student Assistants (hours per term ____)	$________	$________	$________	$________	$________
1.5 Other personnel	$________	$________	$________	$________	$________
______________	$________	$________	$________	$________	$________
2.0 **Benefits**					
2.1 Director @_____%	$________	$________	$________	$________	$________
2.2 Faculty @_____%	$________	$________	$________	$________	$________
2.3 Clerical @_____%	$________	$________	$________	$________	$________
2.4 Student Assistants @_____%	$________	$________	$________	$________	$________
2.5 Other personnel @_____%	$________	$________	$________	$________	$________
OPERATING EXPENSES					
3.0 **Supplies & Services**	$________	$________	$________	$________	$________
4.0 **Consultant and contract fees**	$________	$________	$________	$________	$________
5.0 **Travel**	$________	$________	$________	$________	$________
6.0 **Equipment**	$________	$________	$________	$________	$________
Summary, Request					
Total, Personnel Costs	$________	$________	$________	$________	$________
Total, Operating Expenses	$________	$________	$________	$________	$________
GRAND TOTALS	$________	$________	$________	$________	$________

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The California Academic Partnership Program

BUDGET EXPLANATION

(Please use this page to explain the items listed on the Proposed Budget page).

CAPP FUNDS

Personnel Costs

Operating Expenses

SECONDARY/DISTRICT FUNDS

Personnel Costs

Operating Expenses

POSTSECONDARY FUNDS

Personnel Costs

Operating Expenses

OTHER CONTRIBUTIONS (indicate source. Use an additional sheet if necessary)

Attachment 6
(page three)

Estimate of project budget for Year Two (1991-92) and Year Three (1992-93)

Year One	**Personnel Costs**	**Operating Expenses**	**Total**
CAPP funds			
Matching funds			
Other funds			
Year Two			
CAPP funds			
Matching funds			
Other funds			

APPENDIX A

CAPP PLANNING PROJECTS
1989–90

TITLE	LOCATION
NORTHERN CALIFORNIA	
Project PARITY (Promoting Academic Retention for Indian Tribal Youth)	Hupa Indian Reservation
PARTNERS: Klamath Trinity Joint USD; Humboldt County Office of Education; Hupa Tribal Education Committee; College of the Redwoods; Humboldt State University	
Academic Partnership for Motivation and and Success in College Preparation	Vallejo
PARTNERS: Vallejo City USD; Success Consortium; Solano Community College; University of California, Berkeley; Sonoma State University	
Integrating Language Minority and Foreign Language Education	San Jose
PARTNERS: Campbell UHSD and San Jose State University	
A Partnership for Excellence	Richmond
PARTNERS: The Richmond USD and California State University, Hayward	
Monterey Academic Partnership	Monterey Area
PARTNERS: Carmel USD; Monterey Peninsula USD; Pacific Grove USD; Monterey Peninsula College	
Pyramid Power	Fresno
PARTNERS: Fresno USD; Fresno City College; California State University, Fresno	
Articulated Mathematics Enrichment Program	Coalinga Area
PARTNERS: Riverdale HSD and West Hills Community College	

SOUTHERN CALIFORNIA

TITLE	LOCATION
Scholars-in-Training Partnership Program	Riverside
PARTNERS: ABC USD, Sherman Indian HSD, Cerritos College and University of California, Irvine	
The La Presa Partnership	La Mesa
PARTNERS: Grossmont UHSD and Cuyamaca Community College	
Addressing the Needs of Underrepresented Students Through School/College Partnerships	Lompoc/Santa Maria
PARTNERS: Lompoc UHSD; Santa Maria Joint UHSD; Allan Hancock College; California Polytechnic State University, San Luis Obispo	
Developing Mathematics Pathways to Higher Education	Chula Vista
PARTNERS: Sweetwater UHSD; Southwestern College; and San Diego State University	
Developing Skills for College through Visual Interactive Learning in Geography-based History	Pomona Area
PARTNERS: Chaffey Joint UHSD; Ontario-Montclair School District; Upland USD; California State Polytechnic University, Pomona	
Fostering Critical Thinking Skills through Reading and Writing about Literature	Irvine Area
PARTNERS: Garden Grove USD; Irvine USD; Saddleback Valley USD; Santa Ana USD, Orange Coast College, and University of California, Irvine	
The Literacy Project	Huntington Park
PARTNERS: Los Angeles USD and The University of Southern California	
Access through Partnership	Oxnard
PARTNERS: Ocean View Elementary School District; Oxnard Elementary School District; Oxnard UHSD; Rio Elementary School District; Oxnard Community College, California State University, Northridge; University of California, Santa Barbara	

Appendix B
Topics to be Addressed in Implementation Grants

Examples of Topics to be Addressed in the Implementation Grants

Curriculum

- development or enhancement of curriculum designed to prepare students in grades 6-12 for college (i.e., college preparatory coursework, A-F courses, courses to help students transition from general coursework into college preparatory courses). More than one subject area can be addressed.

- curriculum activities focused in a cluster of schools (a high school and its feeder middle schools). More than one cluster can participate in the project.

- target curriculum selected on the basis of a needs assessment conducted during the planning grant.

- curriculum to be based on the California State Department of Education's Model Curriculum Standards and frameworks, and the Joint Academic Senates' Competencies Expected of Entering Freshmen (available from the Intersegmental Coordinating Council, (916) 324-8593.

- development or enhancement of curriculum by school-college faculty teams.

Staff Development

- staff development of school and college faculty, using a variety of approaches.

Student Support Services

- student services which enable students to benefit from the revised curriculum and to learn more about college and career requirements

- parent involvement activities.

Partnership Development

- evidence of an effectively functioning steering committee, composed of appropriate teachers, counselors and administrators from each partner institution and district, and which models characteristics of effective partnerships.

- a statement of the partners' shared vision of the mission of the partnership in 1990-93.

- a plan to disseminate information about the project to other educators and the public.

- a process for institutionalizing project findings.

- an evaluation design, using the services of an internal evaluator, which allows the project to determine its effectiveness during and at the conclusion of the project.

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PROPOSED
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM ADVISORY COMMITTEE STATEMENT ON PARENTAL INVOLVEMENT

In response to discussions at the Spring 1988 CAPP Project Partners meeting, the Subcommittee on Outreach recommended to the CAPP Advisory Committee that a formal statement on the role of Parental Involvement in CAPP be formulated. This statement of philosophy includes:

> The California Academic Partnership Program Projects serve the parents of participating students, informing them about:
>
> - college requirements,
> - their students' potential for success in college, and
> - ways to help them enhance their children's opportunities for a successful college experience. (from the CAPP Mission Statement).
>
> The CAPP Advisory Committee supports this mission in several ways:
>
> 1) During the RFP (Request for Proposal) review process, the Outreach Subcommittee will look favorably at proposals demonstrating a strong commitment to parental involvement.
> 2) CAPP Projects should actively nurture and support parental involvement on their local Advisory and Steering Committees.
> 3) The CAPP Project Liaisons should represent the concerns and interests of CAPP Project parents, students, personnel, and community groups during the Advisory Committee meetings.
> 4) CAPP Projects, in their presentations before the Advisory Committee, at associations and professional meetings, at service organization meetings, and in other venues, are encouraged to both include parents and students as participants in their presentations and to stress their roles in Project activities.

In summary, parents, students, elementary, secondary, and university faculty and staff, and other community groups are strongly encouraged by the CAPP Advisory Committee to participate and serve in leadership roles within CAPP Projects toward our mutual goals of enhancing the education of all of the California students.

This statement was presented at the May 19, 1989 CAPP Advisory Committee meeting, and will be acted upon at the Fall meeting.

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Appendix D

CAPP FUNDING GUIDELINES

The budget describes how the implementation grant, matching funds, and funds from other sources will be used.

A detailed budget is required for year one of the project. An abbreviated budget estimate is requested for years two and three. Please remember that CAPP funds decrease by approximately 10% per year to encourage institutionalization of project activities.

The budget should include plans and funding for an internal evaluator. Please note that two types of evaluation CAPP projects are anticipated: one internal and funded by the project, the other external and funded by the statewide CAPP office.

All funds must be administered and accounted for according to California State laws and regulations and fiscal agent rules and regulations.

Proposed Budget

CAPP Funds

CAPP funds may be used to provide for personnel costs, such as teacher stipends, summer/extra duty pay, and faculty/staff assigned time (release from duties to work on the project). It may also be used for supplies and services not otherwise available, such as teaching and office supplies and consultant services. Purchase of equipment will require exceptional justification.

College and university personnel costs generally will be computed at the middle range for a full-time Assistant Professor (for example, in the CSU this would equate to Assistant Professor, Step 8). All faculty positions should be budgeted at this replacement rate, including salary and benefits. Personnel costs for classroom teachers generally will be computed at the district substitute rate. Clerical and student wages will be computed at actual costs.

Institutional partners will be responsible for providing any additional funding for personnel costs that may not be reflected in the submitted budget (i.e., those resulting from collective bargaining agreements).

Overhead and indirect costs, such as space, utilities, and office equipment/furniture, do not qualify for CAPP support or campus/district matching contributions. Normally, out-of-state travel will not be supported. Expenses for entertainment and food/drink at project meetings and activities cannot be paid with CAPP funds.

Matching Funds

Section 11003 of the Education Code, which describes CAPP's purposes, establishes that preference will be given to qualified projects with the strongest institutional commitment, as demonstrated through matching funds in the form of budgetary and/or in-kind contributions by participating institutions.

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Matching funds should demonstrate a substantial commitment to the proposed project, and to its continuance, so that the project will have continued impact after external funding ceases.

Proposals should specify the amount and kind (actual dollars, in-kind support) of matching funds to be provided by each partner. Examples of partner contributions are supplies, travel support, purchase of quipment, clerical and/or student wages, assigned/released time for faculty and staff, data collection, accounting costs, meeting expenses, consultant fees.

Other Funding

The budget must also identify other sources of funding available to the project, such as monies from other public or private grants, community organizations, and school support groups.

Budget Explanation

CAPP requires an explanation of budget items. It should include an explanation of how costs are directly related to project functions.

CAPP EVALUATION REQUIREMENTS

Proposals must demonstrate the staff capability to undertake an evaluation design which allows the project to determine its effectiveness during and at the conclusion of the project. In this regard, there are certain quantitative data elements that need to be collected, both for internal and external evaluations of the CAPP projects.

Data requirements for external evaluations include information on the schools in which the projects operate, and information on the students served by the project.

Specific school data elements include the following:

- total school enrollment, by ethnicity;
- number of high school graduates, by ethnicity;
- number of graduates completing "A–F" subjects, by ethnicity;
- number of high school dropouts, by ethnicity;
- number of students enrolled in advanced level mathematics and science courses;
- estimate of socioeconomic level of total student population.

Specific project student's data elements encompass the following:

- criteria for selection as a program participant;
- grade level;
- ethnicity;
- gender;
- student GPAs, both overall and in target subject area;
- standardized test scores as appropriate to grade level and project focus, both for targeted students and the overall school population;
- socioeconomic background;
- immigrant status;
- language spoken at home.

Additional evaluative information is required for the evaluation of the CAPP projects. Quantitative data include:

- the number of participating faculty, by institutional level and ethnicity;
- teacher/student ratios;
- average daily attendance, by grade level;
- the number of parents participating in project activities;
- the number of student tutors and peer counselors involved in project activities, and
- additional baseline data as appropriate for project goals and objectives.

Projects should also be prepared to report data of a quantitative nature, includes the following:

- progress toward clearly defined outcomes and objectives;
- specific dissemination and institutionalization efforts;
- documentation of the process of curriculum revision/enhancement;
- means of tracking project students; and
- identification of unanticipated project outcomes.

Proposals must identify an internal evaluator, who is capable of collecting and reporting those data outlined above and those required to verify achievement of project outcomes and objectives.

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1987–90 CAPP PROJECTS

#7 Showcase Project – Project STEP: An Academic Partnership for the Advancement of Learning (mathematics, science, English).
Partners: UC Irvine; CSU Fullerton, Chapman College; Rancho Santiago Community College; Santa Ana USD.
Co–directors: MR. MANUEL GOMEZ, UC Irvine, and MR. RUDY CASTRUITA, Santa Ana USD.
Associate Director: MS. ROBIN CASSELMAN, UC Irvine.
Internal Evaluator: DR. JOHN MARTINEZ, UC Irvine

#8 Showcase Project – Gateways Through Academic Partnerships (mathematics, science, English).
Partners: Pajaro Valley USD and UC Santa Cruz
Co–directors: DR. DON LUNDSTROM, PVUSD and DR. ARTURO PACHECO, UC Santa Cruz.
Assistant Project Directors: MR. ROBERTO GARCIA, UC Santa Cruz, MR. GEOFF SMITH, PVUSD, and MR. TONY CALVO, PVUSD.
Internal Evaluator: MR. THOMAS KARWIN, UC Santa Cruz.

#A Statewide Diagnostic Testing Project – Mathematics Diagnostic Testing Project.
Partners: University of California; California State University; California Community Colleges; California High Schools.
Director: DR. ALFRED MANASTER, UC San Diego,
Co–directors: DR. PHIL CURTIS, UCLA, DR. GERALD MARLEY, CSU Fullerton.
Operations Coordinator: MR. ROBERT MATTISON, UC Berkeley.
Relations with Schools Coordinator: MR. JAMES CABELLERO, UCLA
Site Directors: MR. ROBERT MATTISON, UC Berkeley; DR. DANIEL ROY, UC Davis; MR. JAMES CABALLERO, UCLA; MR. THOMAS KARWIN, UC Santa Cruz; MR. RICHARD PILGRIM, UC San Diego; DR. WILLIAM FISHER, CSU Chico; DR. ART HIATT, CSU Fresno; DR. DAVID PAGNI, CSU Fullerton; DR. MARTIN LANG, CSPU San Luis Obispo; DR. WALLACE ETTERBEEK, CSU Sacramento

#C Dissemination Project – Reaching University Writing Standards: A UCLA/CSUN Partnership (1987–88).
Partners: UCLA; CSU Northridge; Los Angeles USD.
Co–directors: MR. GEORGE GADDA, UCLA; DR. FAYE PEITZMAN, UCLA; DR. WILLIAM WALSH, CSUN

#21 Language and Content Enrichment: Academic Partnership for Curriculum Development (English, social science).
Partners: CSU Long Beach; Huntington Beach Union SD; Long Beach USD.
Co–directors: MR. DONALD HOHL, HBUSD and DR. TERRENCE WILEY, CSU Long Beach.
Administrator: DR. ROBERT BERDAN, CSU Long Beach
Internal Evaluator: DR. JIM MARTOIS, Long Beach USD

#22 **Academic Partnership in Science Education.**
Partners: CSU Los Angeles; Pasadena USD; Pasadena City College.
Director: DR. DAVID STOLOFF, CSU Los Angeles.
Associate Director: DR. CHOGOLLAH MAROUFI, CSU Los Angeles.
Administrator: MS. FRANCES POWELL, Pasadena USD.
Internal Evaluator: MR. WILLIAM BIBBIANI, Pasadena USD.

#23 **Academic Partnership to Develop Model Math and Science Curriculum**
Partners: CSC Bakersfield; Delano Joint Union HSD; Porterville College; Porterville HSD.
Director: DR. CARL BARRENTINE, CSC Bakersfield.
Associate Directors: MR. GARY GRASMICK, Porterville HSD; MR. BILL MARTIN, Delano Joint Union HSD; MR. JOHN MCGUIRE, Porterville College.
Administrator: DR. JAMES GEORGE, CSU Bakersfield.
Internal Evaluator: DR. KENNETH NYBERG, CSU Bakersfield

#24 **Academic Partnership: Teaching for Transition from High School to College (English, social science).**
Partners: Dos Palos Joint Union HSD; CSU Stanislaus; Merced Comm. College; Oro Loma Elementary District
Co–directors: MS. FAYE JOHNSON, Dos Palos JUHSD and DR. DONALD BOWERS, CSU Stanislaus.
Internal Evaluator: MR. JIM JOHNSTON

#25 **Mid–City Writing Project: An Across the Curriculum Academic Partnership.**
Partners: Oakland USD; UC Berkeley; East Bay Consortium of Educational Institutions, Inc.
Co–directors: MR. JAMES RICHTER, Oakland USD and MS. MARY ANN SMITH, UC Berkeley.
Administrator: MS. ELLEN POSEY, Oakland USD
Coordinator: MS. DORIS FRANCIS, Oakland USD and DR. VERA PITTS, Oakland USD.
Internal Evaluator: MS. SYLVIA SCHERZER, Oakland USD.

#26 **Academic Partnership for Improving Life Science Instruction and Postsecondary Access.**
Partners: Samuel Merritt College of Nursing and Oakland USD.
Co–directors: MS. LILY MOW, Samuel Merritt College of Nursing and MS. PATRICIA CLARK, Oakland Health Academy.
Administrator: MS. DANI TAYLOR, Samuel Merritt College of Nursing.
Internal Evaluator: DR. HELEN HANSON, Samuel Merritt College of Nursing.

#27 **Academic Partnership to Provide Intervention Strategies Improving Academic Preparation (mathematics).**
Partners: Oroville Union HSD; Butte Comm. College; CSU Chico; Oroville Elementary SD.
Co–coordinators: MS. SHARON ROSS, CSU Chico and MS. PATRICIA MCDEVITT, CSU Chico; and MS. SUSAN DOUGLASS, Oroville Union High SD.
Administrator: MS. SYLVIA LOPEZ ROMANO, CSU Chico
Internal Evaluator: MS. LILY ROBERTS, CSU Chico

#28 **Golden Eagle Academic Partnership Program (English, mathematics, social science, science, foreign language).**
Partners: CSU Los Angeles; CSU Bakersfield, University of Southern California Los Angeles USD.
Co–Directors: MS. MARY ANN SESMA, LAUSD and MR. MANUEL PARRA, LAUSD
Associate Directors: MR. GEORGE BACHMAN, CSULA; MS. SHERRYL LUCARELLI, USC; and DR. MANUEL ESTEBAN, CSU Bakersfield.
Internal Evaluator: DR. JOY WARD, LAUSD

Thomas J. Karwin

Wednesday, September 20, 1989

CAPP Planning Grant Project Contact Persons

Dear Colleagues,

As we approach the date of CAPP's "Building Your Partnership" teleconference, we're pinning down last-minute details. I'm writing now to remind you that, by now, you should have

- arranged for suitable reception facilities (with a telephone!);
- informed your planning team members of the teleconference; and
- sent to Allan Hinderstein:
  - slides related to your project , and
  - the names of your project's planning team members who may be attending the teleconference.

If I haven't already spoken to you regarding your teleconference reception facilities,I will call you soon, just to be sure everything is OK. If you are having any difficulty in arranging for reception facilities, I will do whatever I can to help. Please call me.

I've prepared and enclosed copies of a handout for your distribution to teleconference participants. This handout reproduces the displays which will be shown during the presentation portion of the teleconference, and is intended to streamline note-taking. (Some participants in CAPP's previous teleconference expressed an interest in having such a copy of these displays.)

The teleconference panelists are looking forward to hearing from you during the teleconference, so have your questions and comments ready!

Cordially,

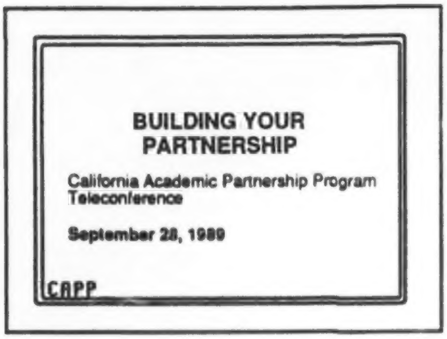
Tom Karwin

Thomas J. Karwin
Teleconference Coordinator

Enclosure

cc: CAPP Director Hancock

(408) 426-5981 121 Easterby Avenue, PO Box 7600, Santa Cruz, CA 95061

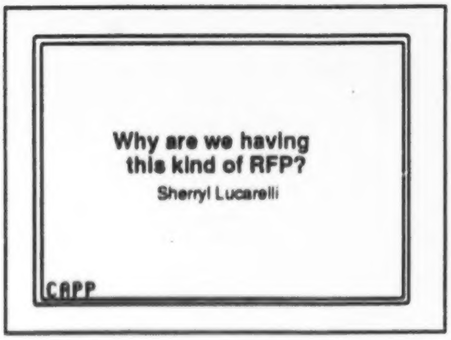


BUILDING YOUR PARTNERSHIP

California Academic Partnership Program Teleconference

September 28, 1989

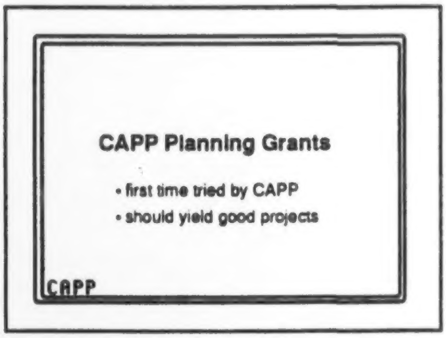
CAPP



Why are we having this kind of RFP?

Sherryl Lucarelli

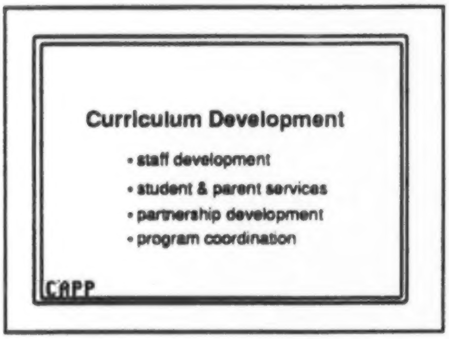
CAPP



CAPP Planning Grants

- first time tried by CAPP
- should yield good projects

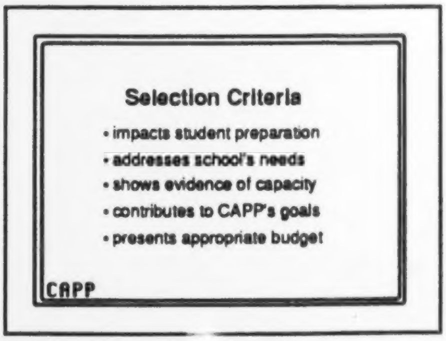
CAPP



Curriculum Development

- staff development
- student & parent services
- partnership development
- program coordination

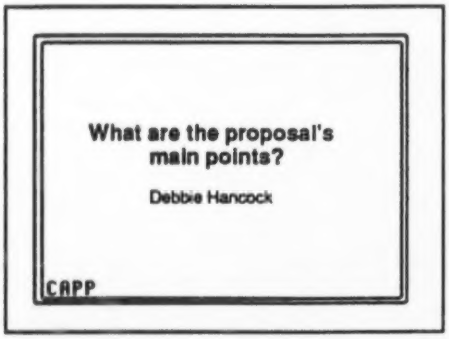
CAPP



Selection Criteria

- impacts student preparation
- addresses school's needs
- shows evidence of capacity
- contributes to CAPP's goals
- presents appropriate budget

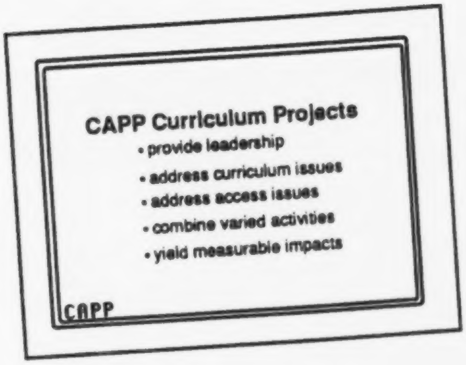
CAPP



What are the proposal's main points?

Debbie Hancock

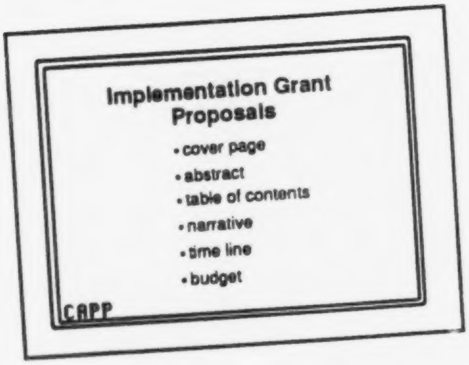
CAPP



CAPP Curriculum Projects

- provide leadership
- address curriculum issues
- address access issues
- combine varied activities
- yield measurable impacts

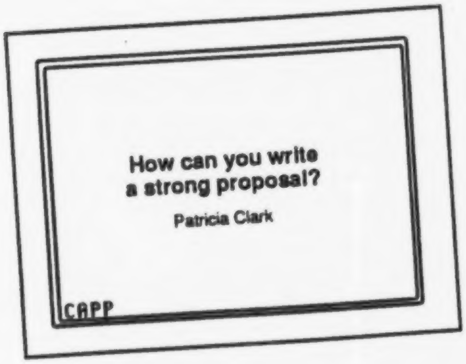
CAPP



Implementation Grant Proposals

- cover page
- abstract
- table of contents
- narrative
- time line
- budget

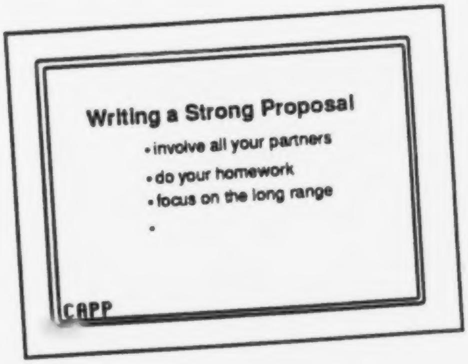
CAPP



How can you write a strong proposal?

Patricia Clark

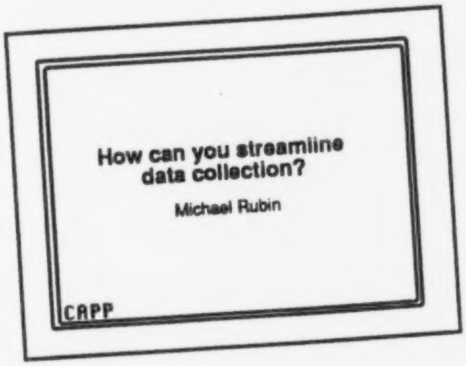
CAPP



Writing a Strong Proposal

- involve all your partners
- do your homework
- focus on the long range
-

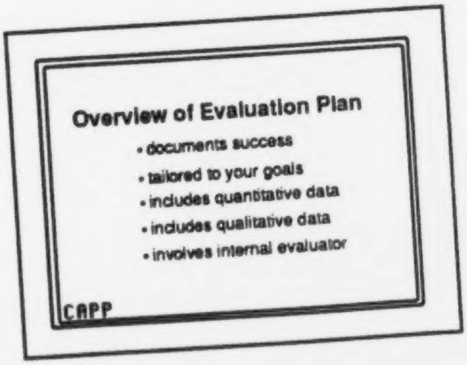
CAPP



How can you streamline data collection?

Michael Rubin

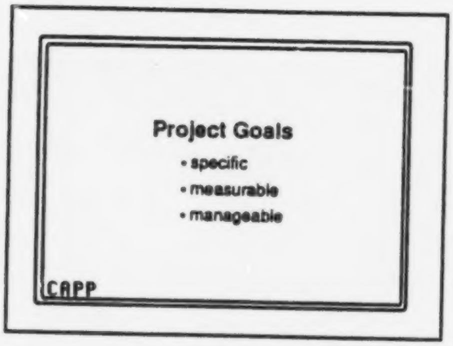
CAPP



Overview of Evaluation Plan

- documents success
- tailored to your goals
- includes quantitative data
- includes qualitative data
- involves internal evaluator

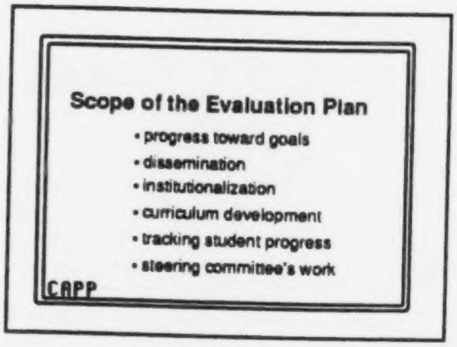
CAPP



Project Goals

- specific
- measurable
- manageable

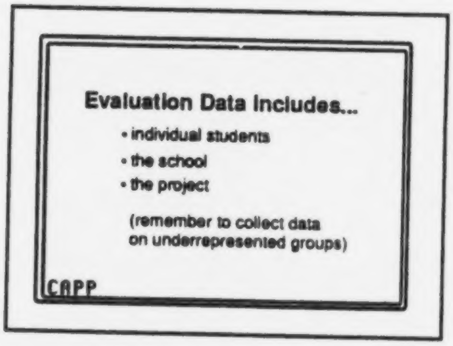
CAPP



Scope of the Evaluation Plan

- progress toward goals
- dissemination
- institutionalization
- curriculum development
- tracking student progress
- steering committee's work

CAPP

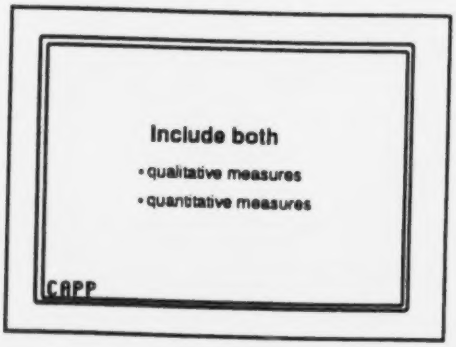


Evaluation Data Includes...

- individual students
- the school
- the project

(remember to collect data
on underrepresented groups)

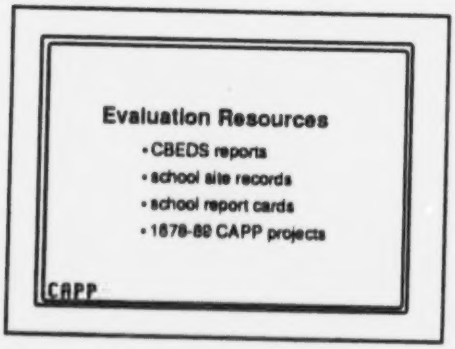
CAPP



Include both

- qualitative measures
- quantitative measures

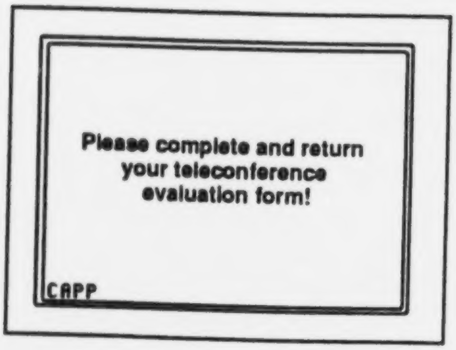
CAPP



Evaluation Resources

- CBEDS reports
- school site records
- school report cards
- 1878-89 CAPP projects

CAPP



Please complete and return your teleconference evaluation form!

CAPP

Appendix P: Analysis of Proceedings-*Building Your Partnership*

Activity	**Time**	**Secs.**
Opening Title Sequence	1’25”	85
Introduction of Partnerships	3’34”	214
Introduction of Panelists	1’15”	75
Proposal Background & Purpose		
Introduction	1’24”	84
Lucarelli’s Presentation	5’42”	342
Moderator Invites Calls	20”	20
Asks Question; Lucarelli Answers	1’53”	113
Writing Your Proposal		
Introduction	20”	20
Hancock’s Presentation	13’20”	800
Q1 & 2: Shelton: matching funds		
A1 & 2: Hancock	3’00”	180
Q3: Hawkins: matching funds		
A3: Hancock	41”	41
Power Failure	28’00”	1,680
Moderator explains blackout	50”	50
A3: Hancock (continued)	1’05”	65
Writing a Competitive Proposal		
Introduction	24”	24
Clark’s Presentation	7’07”	427
Q4: Hawkins: existing materials		
A4: Hancock	55”	55
Q5: Shelton: target groups		
A5: Hancock	4’10”	250
A5: Clark	33”	33
Q6: Lucy (Fresno): copyrights		
A6: Hancock, Karwin	3’00”	180
Evaluating Your Project		
Introduction	30”	30
Rubin’s Presentation	9’07”	547
Moderator Invites Calls	20”	20
Asks Question; Rubin Responds	2’53”	173
Moderator Invites Calls	20”	20
Asks Question; Hancock Responds	2’15”	135
Q7: Olson: narrative section		
A7: Hancock	2’06”	126

Activity	**Time**	**Secs.**
Q8: Olson: follow-up question		
A8: Hancock, Clark, Lucarelli	2'06"	126
Q9: Andre: internal evaluation		
A9: Rubin	1'23"	83
Moderator Invites Calls	27"	27
A9: Clark, Karwin	2'15"	135
Q10: Hawkins: CTBS scores		
A10: Rubin	2'01"	121
Q11: Hawkins: LEP students		
A11: Hancock, Karwin	2'00"	120
Q12: Hawkins: two-year colleges		
A12: Hancock	58"	58
Moderator Invites Calls	34"	34
A11: Rubin (follow-up)	20"	20
Clark comments on "next steps"	1'34"	94
Q13: Ray (Lompoc): Int. Eval.		
A13: Rubin, Hancock, Karwin, Clark, Hancock	4'23"	263
Moderator Invites Last Thoughts	42"	42
Lucarelli	51"	51
Hancock	52"	52
Clark	1'17"	77
Rubin	23"	23
Moderator Requests Evaluations, Thanks Panelists & Participants	30"	30
Closing Title Sequence	55"	55
Total	120'00"	**7,200**

Summary	**Secs**	%	%
• Opening, Introductions & Closing	**459**		6.38
• Panelists			
Initial Presentations	**2,274**	31.58	
Moderator's Questions; Panelists' Answers	**515**	7.15	
Closing Statements	**245**	3.40	
sub-total			42.13
• Moderator Invites Calls (5 times)	**121**		1.68
• Callers' Questions; Panel's Answers	**1,856**		25.78
• Misc.: Power Failure & Explanation	**1,730**		24.03
• **Total**	**7,200**		**100.00**

Appendix Q: Analysis of Travel Costs

We begin with a projection of the travel costs from the sites of the CAPP Planning Grant recipients to three likely sites for a hypothetical in-person meeting of representatives of these projects. We have identified the project sites as the locations of the respective contact persons (Appendix N). The three destinations are San Francisco (SFO), Los Angeles (LAX), and Long Beach (LGB). We assume that a meeting in San Francisco or Los Angeles would be convened in an airport hotel, and that a meeting in Long Beach would be convened in the Chancellor's Office of The California State University. CAPP has convened previous meetings of project representatives at each of these sites.

Table 2 (next page) presents the round-trip airfare for one traveler from each of the Planning Project sites to each of these three in-person meeting sites. These fares—provided by Westside Travel, in Santa Cruz, California—are for "unrestricted" travel: tickets fares are refundable, reservations are changeable, and no stopovers are required. When airlines offer reduced airfares for three-day advance purchase, we have listed the reduced airfare. (In some cases, even lower rates may be available for thirty-day advance purchase, but , because travel plans generally are made closer to the travel date, we do not assume that such lower rates will be used, typically.)

The estimated costs of driving also are shown. In some cases, meeting participants could drive directly to the meeting site; in other cases, they must first drive to the local airport, and then fly to the meeting site. In all cases, driving costs include round-trip mileage at $.25/mile, and parking costs have been omitted. Also, we assume that meeting participants begin by convening at the project contact person's site, and omit the costs of local travel to that location.

In three cases, because of direct flights to LGB are not available, participants would drive to the local airport, fly to LAX, then drive to the meeting site. Car rental cost, which are estimated at $50.00, have been added to the airfares, where appropriate; these "airfare + car rental" entries are indicated in bold type.

Table 2: Costs of Round-Trip Travel from Each of Fifteen Planning Grants Site to Each of Three Meeting Sites (One Traveller)

Project Site	Closest Airport	Travel To SFO		Travel To LAX		Travel To LGB	
		Drive	Fly	Drive	Fly	Drive	Fly
Arcata	Arcata-Eureka	2.50	356	2.50	506	2.50	518
Fresno	Fresno	2.50	312	2.50	336	2.50	**386**
Coalinga	Fresno	30.00	312	30.00	336	30.00	**386**
Irvine	Long Beach	11.50	284	20.00	0	10.00	0
Huntington Park	Los Angeles	4.50	186	4.50	0	10.00	0
Oxnard	Los Angeles	30.00	186	30.00	0	40.00	0
Monterey	Monterey	2.50	336	3.50	372	2.50	344
Richmond	Oakland	14.00	0	6.00	186	6.00	186
Vallejo	Oakland	20.00	0	18.00	186	18.00	186
Pomona	Ontario	2.50	186	2.50	126	2.50	146
Riverside	Ontario	7.50	186	7.50	126	7.50	146
Chula Vista	San Diego	10.00	248	10.00	80	10.00	104
La Mesa	San Diego	7.50	248	7.50	80	7.50	104
San Jose	San Jose	16.00	0	2.50	284	2.50	264
Santa Maria	Santa Barbara	30.00	408	30.00	276	30.00	**326**
Sub-Totals		191.00	3248	177.00	2894	181.50	3096
Totals		**3439.00**		**3071.00**		**3277.50**	

Table 2 shows that, given these assumptions, the travel costs associated with a meeting of one participant from each of the fifteen Planning Grant projects would be $3,439 for SFO, $3,071 for LAX, and $3,277.50 for LGB. The costs for the second and third participants, assuming local car-pooling of up to three persons, equal to the airfare. (The fourth, fifth, and sixth participants would travel in a second vehicle.)

The time of project personnel represents an additional cost of $250/day (applied arbitrarily to all 15 participants.) We assume that these meetings would occupy a full day for all participants (the number of hours occupied would vary by project).

Similarly, we assume that CAPP's conference conveners' time represents an additional cost of $250/day, and that these meetings would occupy a full day for all conveners, disregarding individual variations in travel time requirements. To facilitate cost comparisons, we assume that this hypothetical meeting would be convened by the same five individuals who convened *Building Your Partnership*: (Table 3)

Table 3: Costs of Round-Trip Travel from Each of Fifteen Planning Grants Site to Each of Three Meeting Sites (Conveners)

Convener/Site	Closest Airport	Travel To SFO		Travel To LAX		Travel To LGB	
		Drive	Fly	Drive	Fly	Drive	Fly
Hancock/Long Beach	Long Beach	5.00	284	20.00	0	0	0
Lucarelli/Los Angeles	Los Angeles	5.00	186	2.50	0	10.00	0
Rubin/Los Angeles	Los Angeles	5.00	186	2.50	0	10.00	0
Clark/Oakland	Oakland	5.00	0	2.50	186	2.50	186
Karwin/Santa Cruz	San Jose	40.00	0	15.00	186	15.00	186
Sub-totals		60.00	656	42.50	372	37.50	372
Totals		**716.00**		**414.50**		**409.50**	

Given the preceding cost estimates, we can project the cost for various hypothetical scenarios for in-person meetings: (a) all participants are convened for a single meeting at one location, (b) all participants are convened for one or the other of two meetings, at two different locations, (c) all participants are convened for one or the other of three meetings, at three different locations, and (d) all participants are convened for one satellite teleconference, at their respective local sites. In the following paragraphs,.we examine the cost of each of these four scenarios, then compare the costs of all four scenarios.

First Scenario: One Meeting

In this scenario, one meeting is convened at one of the three sites. Table 4 (below) presents estimates of the total cost for each of these sites, for one-to-six participants.

Table 4: Costs of Personnel Time and Round-Trip Travel from Fifteen Planning Grants Site to Each of Three Meeting Sites (Travellers and Conveners)

Travellers	Personnel Time	Travel to SFO	Travel to LAX	Travel to LGB
Project Reps.				
15 (1/site)	3,750	3,439	3,071	3,278
30 (2/site)	7,500	6,687	5,965	6,274
45 (3/site)	11,250	9,935	8,859	9,270
60 (4/site)	15,000	13,374	11,930	12,548
75 (5/site)	18,750	16,622	14,824	15,544
90 (6/site)	22,500	19,870	17,718	18,540
Conveners	1,250	716	415	410

In this table, personnel costs should be added to travel costs to yield meeting costs. Thus, convening a meeting of, for example, four representatives from each these fifteen project sites would cost $28,374 for SFO, $26,930 for LAX, and $27,548 for LGB.

When we add the costs for the conveners' time and travel, these totals are as follows: $30,340 for SFO, $28,595 for LAX, and $29,208 for LGB. The highest-cost destination (SFO) would cost just 6.1% more than the lowest-cost destination (LAX).

Second Scenario: Two Meetings

In this scenario, two meetings are convened, at sites selected to minimize travel costs. There are three possible pairs of sites: SFO—LAX, SFO—LGB, and LAX—LGB. The following tables show the costs for meetings at these pairs of sites when projects are assigned to the lowest-cost meeting site.

Table 5a: Lowest Cost for Meetings at SFO and LAX

Project Site	Closest Airport	Travel To SFO		Travel To LAX	
		Drive	Fly	Drive	Fly
Arcata	Arcata-Eureka	2.50	356		
Chula Vista	San Diego			10.00	80
Coalinga	Fresno	30.00	312		
Fresno	Fresno	2.50	312		
Huntington Park	Los Angeles			4.50	0
Irvine	Long Beach			20.00	0
La Mesa	San Diego			7.50	80
Monterey	Monterey	2.50	336		
Oxnard	Los Angeles			30.00	0
Pomona	Ontario			2.50	126
Richmond	Oakland	14.00	0		
Riverside	Ontario			7.50	126
San Jose	San Jose	16.00	0		
Santa Maria	Santa Barbara			30.00	276
Vallejo	Oakland	20.00	0		
Sub-Totals		87.50	1316	112.00	688
Grand Totals		**1403.50**		**800.00**	

Table 5b: Costs of Personnel Time and Round-trip Travel from Fifteen Planning Grant Sites to Two Meeting Sites (SFO—LAX), for One-to-Six Travelers

Travellers	Personnel Time	7 Projects Travel to SFO	8 Projects Travel to LAX
Project Reps.			
7 + 8 (1/site)	3,750	1,404	800
14 + 16 (2/site)	7,500	2,720	1,488
21 + 24 (3/site)	11,250	4,036	2,176
28 + 32 (4/site)	15,000	5,440	2,976
35 + 40 (5/site)	18,750	6,756	3,664
42 + 48 (6/site)	22,500	8,072	4,352
Conveners			
SFO	1,250	716	
LAX	1,250		415

Table 6a: Lowest Cost for Meetings at SFO and LGB

Project Site	Closest Airport	Travel To SFO		Travel To LGB	
		Drive	Fly	Drive	Fly
Arcata	Arcata-Eureka	2.50	356		
Chula Vista	San Diego			10.00	104
Coalinga	Fresno	30.00	312		
Fresno	Fresno	2.50	312		
Huntington Park	Los Angeles			10.00	0
Irvine	Long Beach			10.00	0
La Mesa	San Diego			7.50	104
Monterey	Monterey	2.50	336		
Oxnard	Los Angeles			40.00	0
Pomona	Ontario			2.50	146
Richmond	Oakland	14.00	0		
Riverside	Ontario			7.50	146
San Jose	San Jose	16.00	0		
Santa Maria	Santa Barbara			30.00	326
Vallejo	Oakland	20.00	0		
Sub-Totals		87.50	1316	117.50	826
Grand Totals		**1403.50**		**943.50**	

Table 6b: Costs of Personnel Time and Round-trip Travel from Fifteen Planning Grant Sites to Two Meeting Sites (SFO—LGB), for One-to-Six Travelers

Travellers	Personnel Time	7 Projects Travel to SFO	8 Projects Travel to LGB
Project Reps.			
7 + 8 (1/site)	3,750	1,404	944
14 + 16 (2/site)	7,500	2,720	1,770
21 + 24 (3/site)	11,250	4,036	1,652
28 + 32 (4/site)	15,000	5,440	2,596
35 + 40 (5/site)	18,750	6,756	3,422
42 + 48 (6/site)	22,500	8,072	4,248
Conveners			
SFO	1,250	716	
LGB	1,250		410

Table 7a: Lowest Cost for Meetings at LAX and LGB

Project Site	Closest Airport	Travel To LAX		Travel To LGB	
		Drive	Fly	Drive	Fly
Arcata	Arcata-Eureka	2.50	506		
Chula Vista	San Diego	10.00	80		
Coalinga	Fresno	30.00	336		
Fresno	Fresno	2.50	336		
Huntington Park	Los Angeles	4.50	0		
Irvine	Long Beach			10.00	0
La Mesa	San Diego	7.50	80		
Monterey	Monterey			2.50	344
Oxnard	Los Angeles	30.00	0		
Pomona	Ontario	2.50	126		
Richmond	Oakland			6.00	186
Riverside	Ontario	7.50	126		
San Jose	San Jose			2.50	264
Santa Maria	Santa Barbara	30.00	276		
Vallejo	Oakland			18.00	186
Sub-Totals		127.00	1866	39.00	980
Grand Totals		1993.00		1019.00	

Table 7b: Costs of Personnel Time and Round-trip Travel from Fifteen Planning Grant Sites to Two Meeting Sites (LAX—LGB), for One-to-Six Travelers

Travellers	Personnel Time	10 Projects Travel to LAX	5 Projects Travel to LGB
Project Reps.			
7 + 8 (1/site)	3,750	1,993	1,019
14 + 16 (2/site)	7,500	3,859	1,999
21 + 24 (3/site)	11,250	5,725	2,979
28 + 32 (4/site)	15,000	7,718	3,998
35 + 40 (5/site)	18,750	9,604	4,978
42 + 48 (6/site)	22,500	11,470	5,958
Conveners			
SFO	1,250	415	
LAX	1,250		410

Third Scenario: Three Meetings

Examination of Table 2 shows that, of these three possible meeting sites, LGB would be the lowest cost meeting site for only one project (Irvine). In addition:

- that project's travel to LGB would be only $10.00 cheaper than that project's travel to LAX;
- convening a third meeting would involve additional time and travel costs for the conveners; and
- convening a third meeting for just one project's representatives probably would be regarded as inappropriate.

For these reasons, we do not give further consideration to this scenario.

Fourth Scenario: One Satellite Teleconference

The final scenario to be compared corresponds to the *Building Your Partnership* teleconference: representatives of all fifteen Planning Grant projects participated in a single meeting, which was originated at a single site (California State University, Sacramento) and received at fifteen locations (local sites selected by the Planning Grant projects).

For convenience, we assume that the planning costs associated with this scenario were the same as the planning costs for the various hypothetical in-person meetings, and accordingly omit planning costs from all of the scenarios.

Participants' costs include one-half day per participant (at the rate of $250/full day), with no travel time: because the teleconference reception sites were local to the Planning Grant project sites, both travel time and lost work time were minimized.

Table 8a: Fixed Costs for the Teleconference

• Teleconference Production Services • production services: $2,928 • satellite time: $1,488	4,416
• Teleconference Coordinator Services (moderator and evaluator	4,000
• (4) days, Panelists' time, @ $250/day	1,000
• (4) Panelists' travel to Sacramento (estimated at $300/panelist)	1,200
• (15) Reception sites, @ $100	1,500
Total, Fixed Costs	**12,116**

Table 8b: Fixed plus Variable Costs for the Teleconference

	Variable Costs	Fixed Costs	Total Costs
Participants' time			
15 participants (1/site)	1,875	12,116	**13,991**
30 participants (2/site)	3,750	12,116	**15,866**
45 participants (3/site)	5,625	12,116	**17,741**
60 participants (4/site)	7,500	12,116	**19,616**
75 participants (5/site)	9,375	12,116	**21,491**
90 participants (6/site)	11,250	12,116	**23,366**
105 participants (7/site)	13,125	12,116	**25,241**

Appendix R
Responses by All Participants (counts)
Participants' Evaluation Form
Building Your Partnership

Reception/Viewing Facilities

Convenient	25	3	3	0	3	Inconvenient
Comfortable	23	7	3	0	0	Uncomfortable
Good Reception	8	4	8	2	12	Bad Reception
Good Viewing	15	6	3	5	4	Bad Viewing
Good Listening	15	8	2	5	3	Bad Listening

Call-in Sessions

Easy to Call-in	15	2	3	0	1	Not Easy to Call-in
Enough Time	22	2	4	0	0	Not Enough Time
Answers Clear	12	12	2	4	0	Answers Not Clear

	Yes	No
Did you ask a question or participate in the teleconference discussions?	8	15
Did others at your site ask a question or participate in the discussions?	7	14

Information Packet

Useful	15	9	7	2	1	Not Useful

General Impressions

Interesting	9	13	7	3	1	Uninteresting
Clear	8	16	6	3	1	Unclear
Too fast	1	2	26	2	2	Too slow
Useful in our project planning	11	10	11	1	1	Not useful in our project planning

Have you participated in an interactive teleconference before today's teleconference?

13 Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
7 Yes, an interactive teleconference other than "Planning Your Partnership"
16 No

Have you attended a grant proposal workshop before today's teleconference?

15 Yes, an in-person grant proposal workshop
10 Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
17 No

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.

Convenient	8	8	3	2	1	Inconvenient
Good Use of Time	8	3	7	3	1	Poor Use of Time
Good Information	8	2	8	3	1	Poor Information
Interactive	7	1	10	3	0	Non-interactive

Would you have attended this workshop if it had been held in-person in San Francisco or Los Angeles (rather than as a teleconference)?

Very Likely	8	5	4	2	7	Very Unlikely

Best parts of the "Building Your Partnership" teleconference:

20 participants responded (see Appendix W)

Parts of "Building Your Partnership" teleconference that could have been better:

18 participants responded (see Appendix W)

Would you attend another CAPP Teleconference?

Yes 23 No 2

Yes, with these changes: 5 (see Appendix W)

Please identify your institution:

Middle or Junior High School	6	Community College	8
Senior High School	9	California State University	7
School District	2	University of California	1
County Office of Education	0	Private College or University	1
Other: ____________________	0	Other ______________________	0

Appendix S
Responses by All Participants (percentages)
Participants' Evaluation Form
Building Your Partnership

Reception/Viewing Facilities

N=34	Convenient	74%	9%	9%	0%	9%	Inconvenient
N=33	Comfortable	68%	21%	9%	0%	0%	Uncomfortable
N=34	Good Reception	24%	12%	24%	6%	35%	Bad Reception
N=33	Good Viewing	45%	18%	9%	15%	12%	Bad Viewing
N=33	Good Listening	45%	24%	6%	15%	9%	Bad Listening

Call-in Sessions

N=21	Easy to Call-in	71%	10%	14%	0%	5%	Not Easy to Call-in
N=28	Enough Time	79%	7%	14%	0%	0%	Not Enough Time
N=30	Answers Clear	40%	40%	7%	13%	0%	Answers Not Clear

	Yes	No
Did you ask a question or participate in the teleconference discussions? (N=23)	35%	65%
Did others at your site ask a question or participate in the discussions? (N=21)	33%	67%

Information Packet

N=34	Useful	44%	26%	21%	6%	3%	Not Useful

General Impressions

N=33	Interesting	27%	39%	21%	9%	3%	Uninteresting
N=34	Clear	24%	47%	18%	9%	3%	Unclear
N=33	Too fast	3%	6%	79%	6%	6%	Too slow
N=34	Useful in our project planning	32%	29%	32%	3%	3%	Not useful in our project planning

Have you participated in an interactive teleconference before today's teleconference? N=36

36% Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)

19% Yes, an interactive teleconference other than "Planning Your Partnership"

44% No

Have you attended a grant proposal workshop before today's teleconference? N=36

36% Yes, an in-person grant proposal workshop

24% Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)

40% No

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.

N=22	Convenient	36%	36%	14%	9%	5%	Inconvenient
N=22	Good Use of Time	36%	14%	32%	14%	5%	Poor Use of Time
N=22	Good Information	36%	9%	36%	14%	5%	Poor Information
N=21	Interactive	33%	5%	48%	14%	0%	Non-interactive

Would you have attended this workshop if it had been held in-person in San Francisco or Los Angeles (rather than as a teleconference)?

N=26	Very Likely	31%	19%	15%	8%	27%	Very Unlikely

Best parts of the "Building Your Partnership" teleconference:

59% of all respondents responded to this item (see Appendix W)

Parts of "Building Your Partnership" teleconference that could have been better:

(53% of all respondents responded to this item (see Appendix W)

Would you attend another CAPP Teleconference? (N=30)

Yes 77% No 7%

Yes, with these changes: 17% responded (see Appendix W)

Please identify your institution: (N=34)

Middle or Junior High School	18%	Community College	24%
Senior High School	26%	California State University	21%
School District	6%	University of California	3%
County Office of Education	0%	Private College or University	3%
Other: ____________	0%	Other ____________	0%

Appendix T
Responses by Postsecondary Educators (counts)
Participants' Evaluation Form
Building Your Partnership

Reception/Viewing Facilities

Convenient	13	1	1	0	2	Inconvenient
Comfortable	13	2	2	0	0	Uncomfortable
Good Reception	6	2	4	1	4	Bad Reception
Good Viewing	9	3	1	2	1	Bad Viewing
Good Listening	10	4	1	1	0	Bad Listening

Call-in Sessions

Easy to Call-in	10	1	0	0	1	Not Easy to Call-in
Enough Time	13	1	2	0	0	Not Enough Time
Answers Clear	8	6	1	1	0	Answers Not Clear

	Yes	No
Did you ask a question or participate in the teleconference discussions?	5	5
Did others at your site ask a question or participate in the discussions?	3	5

Information Packet

Useful	9	0	6	1	1	Not Useful

General Impressions

Interesting	6	6	3	2	0	Uninteresting
Clear	6	7	3	1	0	Unclear
Too fast	1	0	15	0	1	Too slow
Useful in our project planning	9	4	4	0	0	Not useful in our project planning

Have you participated in an interactive teleconference before today's teleconference?

4 Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
3 Yes, an interactive teleconference other than "Planning Your Partnership"
10 No

Have you attended a grant proposal workshop before today's teleconference?

7 Yes, an in-person grant proposal workshop
4 Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
9 No

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.

Convenient	4	2	0	1	1	Inconvenient
Good Use of Time	4	0	2	1	1	Poor Use of Time
Good Information	4	1	1	2	0	Poor Information
Interactive	4	0	2	2	0	Non-interactive

Would you have attended this workshop if it had been held in-person in San Francisco or Los Angeles (rather than as a teleconference)?

Very Likely	4	2	2	2	0	Very Unlikely

Best parts of the "Building Your Partnership" teleconference:

11 participants responded (see Appendix W)

Parts of "Building Your Partnership" teleconference that could have been better:

10 participants responded (see Appendix W)

Would you attend another CAPP Teleconference?

Yes 11 No 2

Yes, with these changes: 2 (see Appendix W)

Please identify your institution:

Community College	8
California State University	7
University of California	1
Private College or University	1
Other ________________	0

Appendix U
Responses by Postsecondary Educators (percentages)
Participants' Evaluation Form
Building Your Partnership

Reception/Viewing Facilities

N=17	Convenient	76%	6%	6%	0%	12%	Inconvenient
N=17	Comfortable	76%	12%	12%	0%	0%	Uncomfortable
N=17	Good Reception	35%	12%	24%	6%	24%	Bad Reception
N=16	Good Viewing	56%	19%	6%	13%	6%	Bad Viewing
N=16	Good Listening	63%	25%	6%	6%	0%	Bad Listening

Call-in Sessions

N=12	Easy to Call-in	83%	8%	0%	0%	8%	Not Easy to Call-in
N=16	Enough Time	81%	6%	13%	0%	0%	Not Enough Time
N=16	Answers Clear	50%	38%	6%	6%	0%	Answers Not Clear

		Yes	No
Did you ask a question or participate in the teleconference discussions?	N=10	50%	50%
Did others at your site ask a question or participate in the discussions?	N=8	38%	63%

Information Packet

N=17	Useful	53%	0%	35%	6%	6%	Not Useful

General Impressions

N=17	Interesting	35%	35%	18%	12%	0%	Uninteresting
N=17	Clear	35%	41%	18%	6%	0%	Unclear
N=17	Too fast	6%	0%	88%	0%	6%	Too slow
N=17	Useful in our project planning	53%	24%	24%	0%	0%	Not useful in our project planning

Have you participated in an interactive teleconference before today's teleconference?

24%	Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
18%	Yes, an interactive teleconference other than "Planning Your Partnership"
59%	No

Have you attended a grant proposal workshop before today's teleconference?

41%	Yes, an in-person grant proposal workshop
24%	Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
53%	No

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.

N=8	Convenient	50%	25%	0%	13%	13%	Inconvenient
N=8	Good Use of Time	50%	0%	25%	13%	13%	Poor Use of Time
N=8	Good Information	50%	13%	13%	25%	0%	Poor Information
N=8	Interactive	50%	0%	25%	25%	0%	Non-interactive

Would you have attended this workshop if it had been held in-person in San Francisco or Los Angeles (rather than as a teleconference)?

N=10	Very Likely	40%	20%	20%	20%	0%	Very Unlikely

Best parts of the "Building Your Partnership" teleconference:
65% of all respondents responded to this item (Appendix W)

Parts of "Building Your Partnership" teleconference that could have been better:
59% of all respondents responded to this item (Appendix W)

Would you attend another CAPP Teleconference? (N=15)

Yes 73% No 13%

Yes, with these changes: 13% (Appendix W)

Please identify your institution: (N=17)

Community College	47%
California State University	41%
University of California	6%
Private College or University	6%
Other________________	0%

Appendix V
Responses by Precollege Educators (counts)
Participants' Evaluation Form
Building Your Partnership

Reception/Viewing Facilities

Convenient	12	2	2	0	1	Inconvenient
Comfortable	10	5	1	0	0	Uncomfortable
Good Reception	2	2	4	1	8	Bad Reception
Good Viewing	6	3	2	3	3	Bad Viewing
Good Listening	5	4	1	4	3	Bad Listening

Call-in Sessions

Easy to Call-in	5	1	3	0	0	Not Easy to Call-in
Enough Time	9	1	2	0	0	Not Enough Time
Answers Clear	4	6	1	3	0	Answers Not Clear

	Yes	No
Did you ask a question or participate in the teleconference discussions?	3	10
Did others at your site ask a question or participate in the discussions?	4	9

Information Packet

Useful	6	9	1	1	0	Not Useful

General Impressions

Interesting	3	7	4	1	1	Uninteresting
Clear	2	9	3	2	1	Unclear
Too fast	0	2	11	2	1	Too slow
Useful in our project planning	2	6	7	1	1	Not useful in our project planning

Have you participated in an interactive teleconference before today's teleconference?

9	Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
4	Yes, an interactive teleconference other than "Planning Your Partnership"
6	No

Have you attended a grant proposal workshop before today's teleconference?

1	Yes, an in-person grant proposal workshop
6	Yes, CAPP's "Planning Your Partnership" teleconference (2/23/89)
8	No

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.

Convenient	4	6	3	1	0	Inconvenient
Good Use of Time	4	3	5	2	0	Poor Use of Time
Good Information	4	1	7	1	1	Poor Information
Interactive	3	1	8	1	0	Non-interactive

Would you have attended this workshop if it had been held in-person in San Francisco or Los Angeles (rather than as a teleconference)?

Very Likely	4	3	2	2	0	Very Unlikely

Best parts of the "Building Your Partnership" teleconference:

9 participants responded (Appendix W)

Parts of "Building Your Partnership" teleconference that could have been better:

8 participants responded (Appendix W)

Would you attend another CAPP Teleconference?

Yes 12 No 0

Yes, with these changes: 3 (Appendix W)

Please identify your institution:

Middle or Junior High School	6
Senior High School	9
School District	2
County Office of Education	0
Other: ____________________	0

Appendix W
Responses by Precollege Educators (percentages)
Participants' Evaluation Form
Building Your Partnership

Reception/Viewing Facilities

N=17	Convenient	71%	12%	12%	0%	6%	Inconvenient
N=16	Comfortable	63%	31%	6%	0%	0%	Uncomfortable
N=17	Good Reception	12%	12%	24%	6%	47%	Bad Reception
N=17	Good Viewing	35%	18%	12%	18%	18%	Bad Viewing
N=17	Good Listening	29%	24%	6%	24%	18%	Bad Listening

Call-in Sessions

N=9	Easy to Call-in	56%	11%	33%	0%	0%	Not Easy to Call-in
N=12	Enough Time	75%	8%	17%	0%	0%	Not Enough Time
N=14	Answers Clear	29%	43%	7%	21%	0%	Answers Not Clear

		Yes	No
Did you ask a question or participate in the teleconference discussions?	N=13	23%	77%
Did others at your site ask a question or participate in the discussions?	N=13	31%	69%

Information Packet

N=17	Useful	35%	53%	6%	6%	0%	Not Useful

General Impressions

N=16	Interesting	19%	44%	25%	6%	6%	Uninteresting
N=16	Too fast	0%	13%	69%	13%	6%	Too slow
N=17	Useful in our project planning	12%	35%	41%	6%	6%	Not useful in our project planning

Have you participated in an interactive teleconference before today's teleconference?

53% Yes, CAPP's "Planning Your Partnership" teleconference
24% Yes, an interactive teleconference other than "Planning Your Partnership"
35% No

Have you attended a grant proposal workshop before today's teleconference?

6% Yes, an in-person grant proposal workshop
35% Yes, CAPP's "Planning Your Partnership" teleconference
47% No

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.

N=14	Convenient	29%	43%	21%	7%	0%	Inconvenient
N=14	Good Use of Time	29%	21%	36%	14%	0%	Poor Use of Time
N=14	Good Information	29%	7%	50%	7%	7%	Poor Information
N=13	Interactive	23%	8%	62%	8%	0%	Non-interactive

Would you have attended this workshop if it had been held in-person in San Francisco or Los Angeles (rather than as a teleconference)?

N=11	Very Likely	36%	27%	18%	18%	0%	Very Unlikely

Best parts of the "Building Your Partnership" teleconference:

53% of all participants responded to this item (Appendix W)

Parts of "Building Your Partnership" teleconference that could have been better:

47% of all participants responded to this item (Appendix W)

Would you attend another CAPP Teleconference? (N=15)

Yes 80% No 0%
Yes, with these changes: 20% (Appendix W)

Please identify your institution: (N=17)

Middle or Junior High School	35%
Senior High School	53%
School District	12%
County Office of Education	0%
Other:________________	0%

Appendix X: Narrative Comments
Participants' Evaluation Form
Building Your Partnership

Reception/Viewing Facilities

Postsecondary Educators

[Good reception] for all but 1/2 hour
Great, outside of generator problem
[Good reception] with exception of technical difficulties
Generator problem
Sorry about the power failure
Lost picture at distribution site
OK, when available
{Bad reception] 20 minutes of show

Secondary Educators

Generator failed
Power failure, and poor audio after corrective measures taken
Good reception
Gail Long, Campbell Union HS District. (408) 371–0960.

Awful—virtually no sound—grainy picture throughout.

In Santa Clara County, we receive a snowy picture and garbled voice transmission. I really tried to stay tuned, but the entire presentation was worthless to us. We've requested a tape from Westar, but of course we've lost our chance to ask questions. This was frustrating!! A terrible afternoon!!

Not one word of the evaluation section by Michael Rubin could be understood. We need evaluation help, obviously.

Call-in Sessions

Postsecondary Educators

[Answers Clear] Yes!
Did not call

Secondary Educators

More than [enough time]

Information Packet

Secondary Educators

Hard to really tell. Your hard work is appreciated.

General Impressions
(no comments)

Have you participated in an interactive teleconference before today's teleconference?
(no comments)

Have you attended a grant proposal workshop before today's teleconference?
(no comments)

Please compare the "Building Your Partnership" teleconference, as a grant proposal workshop, to others you've attended.
(no comments)

Best parts of the "Building Your Partnership" Teleconference.

Postsecondary Educators
Description of proposal parts, and how to deal with them
Question and answer format was very helpful. It allowed for appropriate subjects to be covered.
Questions and answers, and expertise of panel
Description of how to write up the proposal
Capability to interact; getting the partners together
Good explanations
Cafeteria
Clarification of terms and presentation of examples, in both the talks and Q&A sessions, especially Debbie and Michael's stuff.
Well-informed panel, very focused
Overview and specific answers to "callers" questions

Secondary Educators
Patricia Clark's presentation on competitive proposals
Pat Clark's info
Meeting the developing partnership within our area
Opportunity for immediate feedback
All parts good
Questions which were answered
Convenient location and facilities

Parts of the "Building Your Partnership" teleconference that could have been better.

Postsecondary Educators

Somewhat slower talking pace, for note-taking purposes

Focus on some successful projects previously completed —including extent of impact—would be helpful

Don't you have anything to tell us, Mr. Karwin?

On-site would have been better, so [we] could communicate with other projects

Reception

I believe this is fairly obvious

Technicians—wrong pictures—disappointed we spent so much time on slides and didn't see them. We called and another slide for another institution was shown. An overview of slides when institutions were welcomed at the beginning would have been great.

Written graphics were too vague

Reception—signal should been stronger; [we] had "snow" on the screen throughout

The illustrative material used by the participants on screen was sometimes unclear.

Reception. Perhaps giving suggestions on past proposal questions. Sometimes you don't know what to ask.

Secondary Educators

On-site (at USC); communicating with the competition

Stronger signal needed to keep broadcast clear

Pre-planning by local people in control, to better inform participants of what to expect

Communication with other projects

Would you attend another CAPP teleconference?

Postsecondary Educators

[Yes, with] better reception

[Yes, with] slower-paced discussions by participants

Secondary Educators

[Yes, with] a picture

[Yes, with] depends on content

[Yes] maybe

[Yes, with] functioning equipment

Other

Postsecondary Educators

Thanks a million!